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Foreword

The promotion of high standards for students and professional educators has been an integral component of Connecticut's reform agenda since the mid-1980s. I believe that 14 years after the passage of the Education Enhancement Act of 1986 – Connecticut's education system is one of the best in the nation and that Connecticut has the most capable professional educators in the country. That is still not good enough. We must continue to improve if we are to reach every student. Thus, as we enter the 21st century, we are implementing the **second generation of Connecticut's initiatives to improve teaching**.

This publication highlights three crucial policy documents that will guide state, local and individual efforts to enhance teacher knowledge and professional practice leading to increased student learning over the next decade:

> - *Connecticut's Common Core of Teaching;*
> - *Connecticut Guidelines for Teacher Evaluation and Professional Development*; **and**
> - *Connecticut Guidelines for the Issuance of Continuing Education Units Required for Certification.*

These documents represent the high level of expectations Connecticut's educators have for their profession and their commitment to ensuring that all Connecticut students achieve at high levels. They will be used by Connecticut schools, institutions of higher education, educators, parents and other citizens to influence how teachers are prepared to teach and ensure that they will continually improve their practice throughout their careers. **During the 1999-2000 school year, districts should review their existing teacher evaluation processes, professional development plans and CEU offerings and identify those changes needed to be made to ensure consistency with the new guidelines. Implementation of the new guidelines, based on** *Connecticut's Common Core of Teaching,* **should begin in the 2000-2001 school year.**

This report also updates the Connecticut education community on the status of the Department initiatives that span the **career continuum** of teachers –

- beginning with the **decision** to enter the teaching profession;
- during the **preparation** phase for teaching;
- during **induction** into the profession in the critical first two or three years; and
- throughout the **career** or **continuous growth** phase, during which veteran teachers may pursue different career options.

In addition, this report describes the evolution of the Beginning Educator Support and Training (BEST) Program over the last decade into a comprehensive two- or three-year induction program of support and assessment for beginning teachers.

"*Connecticut's Commitment to Excellence in Teaching: The Second Generation*" ensures that our high expectations for students are matched by high expectations for teachers, administrators and other school staff members, and that the success of Connecticut's initiatives for professional educators are judged on the basis of their effect on improving student learning.

Theodore S. Sergi
Commissioner of Education

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Connecticut Association of Public School Superintendents, Inc. (CAPSS)

Connecticut Association of Schools (CAS)

Connecticut Education Association (CEA)

Connecticut Federation of Educational and Professional Employees (CFEPE), AFT, AFL-CIO

Connecticut Federation of School Administrators, AFL-CIO

Elementary and Middle School Principals' Association of Connecticut, Inc. (EMSPAC)

CHAPTER 1

Introduction: Connecticut's Commitment to Continuous Improvement

Connecticut Initiatives to Promote High Standards: 1985 -1999

Since the mid-1980s, Connecticut's educational policy agenda has focused on promoting high standards for **students** and **professional educators**.   Improving the quality of Connecticut's professional educators as been viewed as central to improving student achievement.

Connecticut's student assessment programs have been key in raising expectations for student achievement. The Connecticut Mastery Test (CMT) Program – in which students are tested in mathematics, reading language arts, and writing in grades four, six and eight – was first initiated in the fall of 1985. A second generation of the CMT was introduced in October 1993. The Connecticut Academic Performance Test – which consists of performance-based assessments in mathematics, language arts, science and integrated tasks – was first administered to 10th grade students during the 1993-94 school year.

The Education Enhancement Act of 1986 was highly successful in raising standards for teacher education and certification, as well as increasing teacher salaries to levels competitive with other professions. Its principle provisions to improve teacher quality included:

- increasing standards for the preparation of teachers in Connecticut colleges and universities;
- establishing a three-tier certification system providing for initial, provisional and professional certification and eliminating permanent certification;
- introducing an Alternate Route to Certification to widen the pool of qualified educators entering the profession;
- requiring assessment of competency in the essential skills in reading, mathematics writing and subject-area knowledge prior to initial certification;
- requiring beginning teachers to participate in a beginning teacher support and assessment program, in which successful completion of a clinical assessment was required for ongoing certification; and
- promoting the continued professional development of career teachers.

Together, this "balanced equation" of higher standards and higher salaries has been highly successful in the past decade in attracting more academically qualified individuals into Connecticut schools.

The Education Enhancement Act of 1986 was only the beginning. Connecticut has continued to create programs and opportunities to enhance the development of teacher knowledge and professional practice. The September 1996 Report of the National Commission on Teaching and America's Future, notes that "... Connecticut keeps honoring its commitment to quality teaching. Since then, the vision for a quality teaching force has remained, while specific components have evolved to reflect even higher standards. Today, teachers in Connecticut are among the best prepared in the nation."

Connecticut's Commitment to Continuous Improvement: Entering the 21st Century

Over the last five years the Connecticut State Board of Education, with the advice of its constituents, has placed a strong focus on greater expectations and student achievement as central to helping Connecticut children achieve at high levels in school and to become productive and responsible citizens. Two key policy documents provide a framework for promoting the highest possible achievement for every learner and matching high expectations for students with high expectations for teachers:

> *Connecticut's Common Core of Learning;* and
> *Connecticut's Common Core of Teaching.*

Connecticut's Common Core of Learning: The 1998 edition is an updated version of the Common Core adopted by the State Board of Education in January 1987. This document represents Connecticut's statement of the standard of an educated citizen and the skills, knowledge and character that are expected of Connecticut's public secondary school graduates. It establishes the expectations for what Connecticut's high school graduates should know and be able to do as a result of participating in the entire K-12 school experience. A complete text of *Connecticut's Common Core of Learning* is provided in Appendix A.

Connecticut's Common Core of Teaching: Central to all of Connecticut's recent efforts to improve the quality of teaching and administration has been the re-examination of what constitutes effective teaching practice given the higher expectations we have for students and recent advances in research about learning and teaching practices that lead to enhanced student learning. *Connecticut's Common Core of Teaching* (CCT) – the full text of which is included in Chapter 2 – was adopted by the State Board in May 1999.   The CCT embodies the knowledge, skills and competencies that teachers need to ensure students learn and perform at high levels throughout teachers' careers. The CCT will be used to:

- ensure prospective teachers are knowledgeable about effective teaching practice prior to recommendation for initial certification by a Connecticut institution of higher education;
- evaluate the competence of beginning teachers assessed for certification purposes through the Beginning Educator Support and Training (BEST) Program;
- serve as the foundation upon which local districts establish their teacher evaluation and professional development plans; and
- guide individual educators in selecting professional development activities eligible for Continuing Education Units (CEUs) that enrich their skills, knowledge and ability to improve student learning.

The CCT replaces as a definition of effective teaching practice the 15 Connecticut Teaching Competencies that were adopted by the State Board in 1984 as part of *Standards for Approval of Teacher Preparation Programs.*

The Connecticut Continuum for Educators: A Progress Report

In August 1998, the Department released a status report documenting Connecticut's continued efforts to enhance the teaching profession in the different phases of an educator's career:

- beginning with the decision to enter the teaching profession;

- during the preparation phase for teaching or administration;

- during induction into the profession in the critical first two or three years; and

- throughout the career or continuous growth phase, at which time veteran teachers may pursue different career options.

Since then, many of the initiatives which were underway at that time have been accomplished, while a few are still in the process of being implemented. The following section of this report will update the Connecticut education community on our progress as of the 1999-2000 school year on each of the components of the second generation of Connecticut's commitment to excellence in teaching.

> **The Decision Phase:**
> **Teacher and Administrator Supply and Demand**
>   (1) Alternate Route to Certification
>   (2) Minority Educator Recruitment

Teacher and Administrator Supply and Demand

In June 1999, a report was released to the State Board of Education summarizing the results of a comprehensive study of public school educator supply and demand in Connecticut. Among the findings of this study were the following:

- There will be a projected need for about 48,700 teachers in the year 2003, compared to staff counts of 46,566 as of the 1998-99 school year.

- Annual turnover of teachers in Connecticut is low compared to national statistics (around five percent per year); however, this still will produce a 25 percent turnover in staff in total over the next five years.

- The number of positions to fill for the 1998-99 school year and the number of vacancies remaining in October 1998 (441) were the highest in the past 10 years.

- The annual demand for teachers through the year 2003 in mathematics, reading, applied education, world languages, the arts, physical science, speech and language, library/media specialists, health and physical education will probably exceed the available supply and, therefore, become shortage areas. Adequate numbers of special education teachers are being certified; however, high turnover as well as candidates not seeking positions once certified also make special education a potential shortage area.

- There is no projected shortage of teachers in elementary education, English, history/social studies, and life/natural sciences nor for school counselors, school psychologists or school social workers.

- The number of educators who hold Connecticut administrative certification is more than adequate to fill current and future public school positions; however, over the last two years, school districts have reported increasing difficulty in attracting a sufficient pool of well-qualified candidates for administrative vacancies.

(1) Alternate Route to Certification

Among the strategies that are being recommended to offset potential teacher and administrator shortages in Connecticut over the next decade is the expansion in the number and types of alternate route to certification programs. For example, an Advanced Alternative Preparation for school

library media specialist certification is being implemented in the fall of 1999, and discussions are underway to develop an alternative route for bilingual educators. Alternate route to certification programs are also seen as a means to help attract minorities and mid-career people into education careers. Proposals include creating yearlong, evening and weekend alternate route to certification programs with priority given to minority applicants and to meet the needs of urban and priority districts.

(2) Minority Educator Recruitment

In addition to using alternate route to certification programs as a means to attract minorities into teaching careers, a number of additional recommendations have been made by the State Board of Education. These include:

- initiating of loan forgiveness or grants for new teachers in shortage areas, focusing on minority applicants;
- expanding a redesigned Teaching Opportunities for Paraprofessionals Program to encourage minorities to pursue teaching careers;
- providing small state grants for middle and high schools to operate future teacher clubs and initiate additional activities, such as summer college experiences, to actively recruit public school minority students into the teaching profession;
- supporting statewide and regionally coordinated recruitment of minority applicants in New York, Boston and nationwide at colleges with high levels of Black and Spanish-speaking student populations;
- encouraging public schools to provide opportunities for minority students to participate in "teaching" experiences such as peer tutoring, cross school and grade tutoring, service learning, and library reading programs; and
- encouraging institutions of higher education to provide "teaching" opportunities to freshman and sophomores in public schools, as well as within the institution.

Preparation Phase:
>   **Standards for Teacher Preparation and Certification**
>   (1) Standards for Approval of Connecticut Teacher Preparation Programs
>   (2) Praxis I & II
>   (3) Certification Changes

Standards for Teacher Preparation and Certification

In the late 1990s, the State Board of Education has continued its commitment to high standards for the preparation and initial licensure of teachers and other education professionals by strengthening standards for approval of Connecticut Teacher Preparation Programs, reviewing on an ongoing basis teacher tests of essential skills and content knowledge, and adopting amendments to certification regulations.

(1) Standards for Approval of Connecticut Teacher Preparation Programs

In July 1998, the State Board adopted revisions to the educator program approval regulations that have made the approval process of preparation programs more efficient and strengthened the standards which the programs must meet. The three most significant changes in preparation program approval standards include:

- adopting National Council for Accreditation of Teacher Education (NCATE) standards as Connecticut standards effective July 1, 2003 (although application for NCATE approval is not required)

- requiring that preparation institutions demonstrate that their students are knowledgeable about the Common Core of Learning, the Common Core of Teaching, the Connecticut Mastery Tests, Connecticut Academic Performance Test, the Code of Professional Responsibility for Teachers, and the Code of Professional Responsibility for School Administrators; and

- requiring written program descriptions, called folios, for the preparation program in each endorsement area, thereby providing more detailed information on the content area and professional education preparation.

In order to assist Connecticut colleges and universities prepare their graduates to meet these new, higher standards, the Connecticut State Board was recently awarded $4.5 million in grants for three years under the Teacher Quality Enhancement Grants Program (Title II). This grant will support the state's efforts to work with Connecticut colleges and universities to help meet the new certification regulations that require graduates to be able to demonstrate specific teaching competencies. The grants will also support Connecticut's efforts to increase the number of minority teachers and create new rigorous models of alternate route certification.

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(2) PRAXIS I & II Assessment of Essential Skills and Content Knowledge

The Department continues to review on an ongoing basis tests of essential skills (currently PRAXIS I CBT) and content knowledge (currently PRAXIS II).   Successful completion of these tests is required for acceptance or graduation from a Connecticut teacher preparation institution, as well as for initial certification. Of the 42 content area tests currently adopted for use, Connecticut currently has the highest qualifying scores in the country for 18 of those tests, and ranks in the top three states with respect to testing standards. The State Board recently has approved new testing requirements for middle school teachers, including a test of knowledge of principles of learning and teaching, and content area tests in English, mathematics, social studies and science. Slated for review during 1999-2000 are tests for early childhood education and school counseling, school psychology and TESOL. Appendix B shows the PRAXIS I and II tests currently adopted for use in Connecticut.

The Department will continue to convene committees of Connecticut educators to review new PRAXIS tests to ensure that these tests meet Connecticut's high standards and to validate (if appropriate) these tests for use in Connecticut.

(3) Certification Changes

In August 1998, the Secretary of the State approved amendments to current certification regulations to become effective July 1, 2003. Highlights of these proposed changes include:

- replacing semester hour and specific course requirements with requirements to demonstrate specific competencies through a variety of means (including course work, field experiences, portfolios, etc.) for recommendation for initial certification by state-approved planned programs of education;
- establishing new grade-level designations, including early childhood/special education; elementary/special education; elementary/bilingual, secondary/special education and secondary/bilingual education, as well as establishing cross-endorsements for computer education and academically gifted education;
- requiring field experiences with students of different ages, cultural and linguistic backgrounds at the level for which the certification endorsement is sought; and
- requiring field experiences for individuals seeking cross-endorsements from one teaching field to another and for special service providers and administrators.

In addition, Public Act 99-211 has strengthened certification standards for bilingual educators to be phased in between July 1, 1999, and July 1, 2003, by requiring:

- completion of a planned program in bilingual education;
- demonstration of proficiency in English and the language of the bilingual program, requiring holders of a provisional educator certificate to complete specific graduate course work in bilingual education and the subject they are teaching; and
- requiring holders of a professional certificate to complete specific Continuing Education Units (CEUs) in bilingual education and the subject they are teaching.

Induction Phase:
    The Beginning Educator Support and Training (BEST) Program
    (1) Portfolio Induction Program
    (2) Expanded Support for Beginning Teachers

The Beginning Educator Support and Training (BEST) Program

The Beginning Educator Support and Training (BEST) Program was originally implemented in 1989 as a one-year induction program of *support* and *assessment*. Successful completion of BEST Program requirements after one year of successful teaching experience was required in order to be eligible for the provisional educator certificate. Beginning teachers were assigned a mentor during their first year of teaching. During that first year, they were observed up to six times by assessors using the Connecticut Competency Instrument (CCI), a classroom observation instrument that evaluates a common set of teaching competencies across all grade levels and disciplinary areas in the context of a single lesson.

Over the past decade, the BEST Program has evolved into a **comprehensive two- or three-year program of support and assessment for beginning teachers.**

Support for beginning teachers is now provided through both school- or district-based mentors or support teams and through state-sponsored training such as CCI and portfolio clinics, beginning teacher seminars and other forms of professional development. Assessment is through a discipline-specific teaching portfolio submitted during the second year of teaching, in which beginning teachers document a unit of instruction through lesson logs, videotapes of teaching, student work and teacher commentaries.

(1) Portfolio Induction Program

As of the 1999-2000 school year, beginning teachers endorsed and teaching in elementary education, special education, music, physical education, art and world language[1]; and middle- and secondary-level beginning teachers of English language arts, mathematics, science and social studies will participate in the **Portfolio Induction Program**. Those beginning teachers will submit a discipline-specific teaching portfolio **during their second year of teaching**. The BEST Program teacher portfolio assessments have been designed to assess (1) the foundational skills and competencies and (2) discipline-specific teaching standards identified in *Connecticut's Common Core of Teaching*. A more comprehensive description of the BEST Program is included in Chapter 5 this document.

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[1]Beginning teachers of world language will participate in the Portfolio Induction Program as of 2000-2001

(2) Expanded Support for Beginning Teachers

In response to concerns raised about the time-intensity and amount of documentation required for the portfolio assessment, as well as the adequacy of mentoring and support for beginning teachers, the following program improvements have been implemented as of the 1999-2000 school year:

Introduction of new mentoring models and expanded training for mentors – these include new forms of district-based and school-based models of support and new models for training mentors;

Assistance in compiling documentation of teaching for the portfolio assessment – the portfolio documentation has been streamlined to include lesson plans and student work previously produced and the length of teacher commentaries has been limited. Portfolio seminars and clinics are offered to help beginning teachers learn how to document their teaching and to meet with other beginning teachers who have successfully completed the BEST portfolio assessment; and

Additional resources for beginning teachers completing BEST portfolios – these include the availability of sample successful portfolios at the regional educational service centers (RESCs) for review by beginning teachers and their mentors; CSDE-sponsored university courses incorporating the content of the BEST Portfolio Seminars; and BEST Portfolio Conferences, which provide individualized feedback for beginning teachers who do not successfully complete the portfolio during their second year.

More details about the BEST Program and the portfolio assessment are provided in Chapter 5.

The Career Phase:
Ongoing Professional Development of Educators
  (1) Connecticut Guidelines for Teacher Evaluation and
        Professional Development
  (2) Connecticut Guidelines for the Issuance of Continuing Education Units
  (3) BEST Program Professional Development for Experienced Educators
  (4) Voluntary Certification through National Board for Professional
        Teaching Standards
  (5) School Leadership Initiatives

Ongoing Professional Development of Educators

Ongoing and sustained professional development of educators is crucial to ensuring that all students have competent, high quality and caring teachers. The central focus of all professional development should be to improve student learning and all learning experiences should enable educators to continuously raise their expectations for their students' achievement and for their teaching.

(1) Connecticut Guidelines for Teacher Evaluation and Professional Development

Districts' school improvement initiatives will become more effective and coherent when teacher evaluation and school improvement processes are integrated with an ongoing staff development strategy. The new guidelines, which were adopted by the State Board in May 1999 and which replace the teacher evaluation and professional development guidelines previously adopted by the Board on December 7, 1993, are designed to build upon and strengthen Connecticut's unwavering commitment to equity and excellence in education. The content of the new guidelines is framed by three important Department publications:

  - *Connecticut's Common Core of Learning;*
  - *Connecticut's Common Core of Teaching;* and
  - *The Connecticut Framework: K-12 Curricular Goals and Standards.*

The use of these documents as the foundation for teacher evaluation and professional development establishes a critical link between effective teaching and improved student learning. A complete text of the guidelines is provided in Chapter 3.

(2) Connecticut Guidelines for the Issuance of Continuing Education Units Required for Certification

New guidelines for the issuance of continuing education units were adopted by the State Board of Education in September 1999. The guidelines, which are included as a **draft version** in Chapter 4 of this publication, require that professional development for which CEUs are issued focus on improving student learning. The guidelines are designed to ensure that there is coherence among teacher evaluation, school improvement processes and educators' professional development activities by addressing responsibilities of:

- local and regional boards of education granting CEUs for professional development activities;
- educators seeking CEUs for continuation of the Professional Educator Certificate; and
- approved CEU providers.

The content of these guidelines are framed by four policy documents: *Connecticut's Common Core of Learning, The Connecticut Framework: K-12 Curricular Goals and Standards, Connecticut's Common Core of Teaching*, and *Connecticut Guidelines for Teacher Evaluation and Professional Development*. Using these documents as a focus for professional development establishes a critical link between effective teaching and increased student learning. The quality of a district's school improvement initiative will be enhanced and made coherent when all the components – that is, teacher evaluation, school improvement processes, professional development, including those learning experienced documented by CEUs – are developed from a common framework.

(3) BEST Program Professional Development for Experienced Educators

One of the most intensive professional development activities available to experienced teachers and administrators is the training provided through the BEST Program. These educators receive specialized, standards-based training to serve in multiple roles. These include training experienced teachers as mentors of beginning teachers and as cooperating teachers. Experienced teachers and administrators also may be trained to serve as BEST CCI assessors, portfolio scorers, trainers of teachers and beginning teacher seminar leaders. Service in these roles provides experienced educators with professional growth as well as opportunities to share their knowledge and skills with new teachers and other professionals. As of the 1997-98 school year, approximately 20 per cent of Connecticut's currently active educator workforce had received training as mentors, assessors or cooperating teachers through the BEST Program. Recruitment and training of new mentors and assessors is now focused on teachers with four or more years of experience, who themselves participated in the BEST Program as beginning teachers and compiled BEST teaching portfolios.

During the 1998-99 school year, the Department initiated collaborations with discipline-based statewide organizations such as PIMMS and the Connecticut Academy for Mathematics, Science and Technology Education to provide content-specific institutes to train experienced teachers to serve as content-matched mentors or team leaders for beginning teachers. Further collaborations of these kinds will continue. The Department also is working with Connecticut colleges and universities statewide to integrate the content of BEST Program support seminars into graduate level courses for both beginning and experienced educators.

(4)   Voluntary National Board Certification

The Department actively encourages school districts to establish incentives for experienced teachers to earn voluntary advanced certification through the National Board for Professional Teaching Standards. Newtown, Tolland and Watertown are among the towns in Connecticut which currently subsidize fees to candidates seeking National Board certification. During the 1998-99 school year the Department, in collaboration with the Connecticut Education Association and Connecticut Federation of Educators and Professional Employees, received $26,000 in federal funding to help subsidize the testing fees for teachers applying to be National Board-certified. For 1999-2000, federal assistance to candidates will increase to $31,000. To date, Connecticut has 25 National Board-certified teachers in a variety of areas, and an additional 38 teachers are in various stages of the application process.

(5)   School Leadership Initiatives

Connecticut is facing a steady decline in the number of individuals interested in pursuing a career in educational administration. Although over 2,300 Connecticut teachers hold the appropriate certification for school administrative positions and 2,714 are working as administrators, the number of applicants for the principal position has continually declined since 1990. As a consequence, the following recommendations are being made to attract, assess, support and retain highly qualified school leaders:

- provide a comprehensive statewide process to recruit and support school leaders by funding a variety of aspirant, internship and mentorship programs that currently exist in various preparation programs, professional organizations and RESC-based programs;

- convene a blue ribbon panel in a year-long study to examine and make recommendations about recruitment and support of aspiring school leaders (including minorities), alternate route to certification, internship programs, beginning principal induction, school leader evaluation and professional development, and changing the nature of school administration and levels of compensation.

- adoption of Connecticut School Leader Standards (See Appendix C); and
- pilot-testing of the Connecticut Administrator Test as a potential future requirement for all in-state candidates seeking the initial intermediate administrator license.

Implications of the Second Generation of Connecticut's Teacher Initiatives on Local School Districts and Individual Educators

Local school districts and Connecticut's teachers and administrators will be particularly affected by several of the initiatives noted in the preceding section: specifically, adoption of *Connecticut's Common Core of Teaching* as Connecticut's definition of effective teaching practice; new guidelines for teacher evaluation, professional development, and the issuance of continuing education units; and adoption of the BEST Program Portfolio Induction Model. This section will highlight implications of these initiatives to both school districts and individual educators.

(1) **Adoption of *Connecticut's Common Core of Teaching, Connecticut Guidelines for Teacher Evaluation and Professional Development, and Connecticut Guidelines for the Issuance of Continuing Education Units Required for Certification***

Adoption of the CCT as the foundation of new teacher evaluation and professional development guidelines means that **classroom observation is a necessary, but not sufficient, means to evaluate teaching.**

Instead, districts are encouraged to look at **multiple sources of data about effective teaching and learning**. These include:

- lesson logs;
- examination of students' work;
- teachers' use of tests and other forms of assessment;
- alignment of teacher planning and instruction to state and district learning goals and standards;
- teacher commentaries regarding the progress of their students over time;
- documentation of professional responsibilities and activities outside of the classroom; and
- teacher self-evaluation.

Furthermore, professional development offerings from local and regional boards of education must provide meaningful learning experiences that enable educators to continuously raise their expectations for their students' achievement and for their teaching. Thus, **the central focus of all professional development including those eligible for continuing education units must be to improve student learning.**

During the 1999-2000 school year, school districts should begin the process of reviewing their existing teacher evaluation and professional development plans and CEU offerings to identify what changes need to be made to bring them into conformance with the new sets of guidelines. Technical assistance will be available from the Department and the Regional Educational Service Centers (RESCs) to review their revised plans. **Implementation of the new guidelines should begin in the 2000-2001 school year**. The Department will be requesting copies of each district's reviewed teacher evaluation and professional development plans and Continuing Education Unit programs, some of which will be identified as exemplary practices and made available as resources for other districts.

(2) Growth in the Importance of the Induction of New Teachers

In the next decade, Connecticut school districts will be hiring large numbers of beginning teachers due to increased turnover of teaching staff because of retirements, increased student enrollment, changes in school staffing ratios, and expansion of programs such as full-day kindergarten, elementary world language, computer technology and early literacy. Establishing high standards and then supporting new teachers and ensuring their success in the classroom will be a growing priority for our schools, particularly in a period of potential staffing shortages.

The first two or three years of a teacher's career represent a critical formative period in the development of teaching styles and strategies, as well as a deeper understanding of the disciplines they teach and the ways in which students learn. Successful induction of beginning teachers into the profession requires that teachers receive significant support and training during this period. Examples of the ways districts may support their new teachers are as follows:

- limiting the number of noninstructional duties or extracurricular activities (e.g., coaching, clubs, yearbook) assigned to beginning teachers;
- avoiding the assignment of the most difficult classes to beginning teachers;
- reducing the number of classes or preparation requirements;
- ensuring common planning times for mentors/support team members and beginning teachers;
- providing released time for BEST portfolio preparation; and
- allowing beginning teachers to use district professional development days to attend professional development activities specially targeted to meeting the standards established by the BEST Program.

(3) The Necessity for Content-Specific Support to Beginning Teachers

Implementation of the discipline-specific teaching portfolios as part of the second generation of the BEST Program assessments has particular implications for school districts. It is critically important that beginning teachers are assigned mentors in the same content area or be provided with support by a mentor team that includes team members trained to assist beginning teachers

in the completion of the content-specific teaching portfolio. Resources may include a curriculum specialist, department chairperson, trained portfolio scorer in the district, or recent graduate of the BEST Program who has completed a successful teaching portfolio.

(4) Appropriate Hiring and Timely Reporting of Beginning Teachers

BEST Program regulations require that school districts report the hiring of beginning teachers with 10 days of hire or placement in a school. Meeting this deadline is critically important to ensure that the BEST Program communications are forwarded to beginning teachers on a timely basis and beginning teachers can register for BEST Program clinics or seminars.

It should be noted that Connecticut statutes require that school districts hire only teachers who hold a valid teaching certificate at the time of hire. Reporting of the hire of a beginning teacher whose certification status is still pending not only violates Connecticut law, but also creates problems in communicating BEST Program requirements to these individuals, as participation requirements are determined on the basis of both the teaching assignment and corresponding certification endorsement.

Connecticut's Continued Commitment to the Teaching Profession: the 21st Century

Of the many states that implemented education reform efforts in the mid-1980s, Connecticut was unique in crafting a comprehensive education policy agenda that focused on the importance of improving the quality of its professional educators as central to improving student achievement. The success of these policies over the last decade is increasingly evident – for example, Connecticut fourth and eighth grade students scored highest in the nation in the National Assessment of Educational Progress (NAEP) reading achievement tests in 1988 and statewide average CMT and CAPT scores continue to rise each year.

Nonetheless, while many of our students experience great success, others – many of whom are from economically and ethnically isolated communities – are less successful in mastering such fundamental skills as reading, writing and computing. Our responsibility is to do whatever it takes to "close the gap" and ensure all Connecticut students are as successful as they can be. We must ensure that teachers teach so that all students – no matter what their backgrounds – achieve at high levels. As a consequence, Connecticut's commitment to excellence in teaching will continue into the 21st century.

As we enter the new millennium, we face the challenge of increased demand for public school teachers resulting from increases in student enrollments and larger numbers of teachers becoming eligible for retirement. Connecticut is well-positioned to meet this challenge because of its high standards for teacher education and certification, competitive teaching salaries, and a commitment to creating programs and opportunities that enhance the development of teacher knowledge and professional practice.

Of the many states that implemented education reform efforts in the mid-1980s, Connecticut was unique in crafting a comprehensive education policy agenda that focused on the importance of improving the quality of its professional educators as central to improving student achievement. The success of these policies over the last decade are increasingly evident – for example, Connecticut fourth and eighth grade students scored highest in the nation in the National Assessment of Educational Progress (NAEP) reading achievement tests in 1988 and Connecticut's ongoing commitment to high standards for its educator workforce will be enhanced over the next few years through the following policies and initiatives:

- focus of all teacher improvement initiatives on improving student learning (including BEST, teacher evaluation practices, professional development, issuance of CEUs and school leadership programs);

- dissemination of best practices related to teacher and administrator evaluation, professional development and strategies for measuring the success of teachers and administrators in improving student learning;

- training of school district personnel as trainers of mentors and beginning teachers as part of enhancing school district capacity to support beginning teachers during the critical first two or three years of teaching;

- development of more flexible and alternative programs and career paths for educators to attract and retain well-qualified teachers and administrators in the profession;

- greater use of technology for teacher and administrator professional development, as well as for creating statewide and regional professional networks for teachers and administrators; and

- increased opportunities for qualified minority educational professionals to enter Connecticut classrooms or serve as administrators.

Lastly, the Department will review on a biennial basis Connecticut's progress in enhancing the quality of its educator workforce and propose new initiatives, as necessary, to ensure that teachers and educators are well prepared to help Connecticut children achieve at high levels in school and become productive and responsible citizens.

CHAPTER 2

Connecticut's Common Core of Teaching

Introduction

Connecticut's Common Core of Teaching (CCT)[1] presents a comprehensive view of an accomplished teacher. It embodies the knowledge, skills and competencies that teachers need to ensure that students learn and perform at high levels. These standards reflect current research and thinking about the mission of schooling and the job of teaching.

The degree of expertise teachers exhibit in the application of these standards should increase as teachers become more experienced. It is expected that Connecticut teachers will seek opportunities for ongoing professional growth throughout their careers and continually evaluate their progress against these standards.

The CCT guides state policies related to the preparation, induction and ongoing professional growth of teachers as follows:

> During the **pre-service phase** (in accordance with Section 10-145d-11 of the Regulations for Educator Preparation Program Approval Standards), colleges or universities are expected to demonstrate that students are knowledgeable about:
>
> - *Connecticut's Common Core of Learning;*
> - *Connecticut's Common Core of Teaching;*
> - the Connecticut Mastery Tests; and
> - the Connecticut Academic Performance Test.
>
> During the **induction phase**, beginning teachers are expected to demonstrate competence in both the foundational skills and competencies and discipline-based professional standards through the successful completion of the Beginning Educator Support and Training (BEST) teaching portfolios.
>
> Throughout the **continuous professional growth phase**, the CCT establishes standards for the evaluation of teachers (according to the *Guidelines for Comprehensive Professional Development and Teacher Evaluation*) and guides teachers in selecting appropriate professional development (as documented by Continuing Education Units) to meet individual as well as local district goals.

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[1]The teaching standards that comprise *Connecticut's Common Core of Teaching* were drafted by numerous committees of exemplary Connecticut educators. The committees began their work by examining model teaching standards developed by educators from 17 state education agencies participating in the Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers. Draft standards were circulated to hundreds of Connecticut teachers, higher education faculty members, district administrators and other educational constituents for review and comment. *Connecticut's Common Core of Teaching* reflects the ideas and contributions of countless educators who responded with detailed comments and edits.

The CCT includes: (1) **foundational skills and competencies** that are common to all teachers from pre-kindergarten through Grade 12; and (2) **discipline-based professional standards** that represent the knowledge, skills and competencies that are unique for teachers of elementary education, English language arts, history/social studies, mathematics, music, physical education, science, special education, visual arts and world languages.

Connecticut's Common Core of Teaching replaces the 15 Connecticut Teaching Competencies[2] as Connecticut's definition of effective teaching practice. The BEST Program teaching portfolios replace the Connecticut Competency Instrument (CCI) for purposes of assessing beginning teachers for licensure. The portfolios evaluate a broad range of teaching competencies identified in *Connecticut's Common Core of Teaching*.

The philosophy behind the CCT is that teaching requires more than simply demonstrating a certain set of technical skills. It requires command of subject matter and caring deeply about students and their successes. Effective teaching implies a deep commitment to student achievement and to the belief that all students can attain high levels of achievement.

> To be a passionate teacher is to be someone in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people who come into class each day – or captivated by all of these. A passionate teacher is a teacher who breaks out of the isolation of the classroom, who refuses to submit to apathy or cynicism . . . Only when teachers bring their passions about learning and about life into their daily work can they dispel the fog of passive compliance or active disinterest that surrounds so many students. . .[3]

Effective teaching requires the careful and thoughtful orchestration of the concepts described herein.

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[2]The 15 Connecticut Teaching Competencies were first adopted in 1984 as part of Standards for Approval of Teacher Preparation Programs.

[3]Robert L. Fried, *The Passionate Teacher: A Practical Guide* (Boston: Beacon Press, 1995), p. 1.

Foundational Skills and Competencies

I. TEACHERS HAVE KNOWLEDGE OF:

Students
1. Teachers understand how students learn and develop.
2. Teachers understand how students differ in their approaches to learning.

Content
3. Teachers are proficient in reading, writing and mathematics.
4. Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach.

Pedagogy
5. Teachers know how to design and deliver instruction.
6. Teachers recognize the need to vary their instructional methods.

II. TEACHERS APPLY THIS KNOWLEDGE BY:

Planning
1. Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community.
2. Teachers select and/or create learning tasks that make subject matter meaningful to students.

Instructing
3. Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their successes.
4. Teachers create instructional opportunities that support students' academic, social and personal development.
5. Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry.
6. Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.

Assessing and Adjusting
7. Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

III. TEACHERS DEMONSTRATE PROFESSIONAL RESPONSIBILITY THROUGH:

Professional and Ethical Practice
1. Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Connecticut Certification Regulations).
2. Teachers share responsibility for student achievement and well-being.

Reflection and Continuous Learning
3. Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
4. Teachers seek out opportunities to grow professionally.

Leadership and Collaboration
5. Teachers serve as leaders in the school community.
6. Teachers demonstrate a commitment to their students and a passion for improving their profession.

The following sections explain more fully what each standard means in terms of critical knowledge, skills and abilities. The more detailed description of these standards is intended to encourage professional discussion of effective teaching and administration. Moreover, it should communicate expectations for professional practice to prospective teachers, practicing teachers, principals, school administrators and individuals who prepare teachers.

It is important to note, however, that this document must not be taken verbatim as a checklist or an evaluation/assessment instrument to be used to evaluate individual teachers. Expectations for the demonstration of these competencies will vary depending upon the experience level of the teacher, whether in the pre-service phase, during the initial years in the profession or during the years of experience as a veteran educator. Any assessment or evaluation instrument developed on the basis of the CCT must reflect these different expectations, as well as the use for which it is intended (e.g., for recommendation for initial licensure by an institution of higher education, for licensing by the state as part of the Beginning Educator Support and Training (BEST) Program, or as a basis for local district evaluation of the nontenured or tenured teacher).

All school districts must develop their own teacher evaluation and professional development plans that address the competencies identified in the CCT. However, those plans also must take into account district and schoolwide learning goals and provide for the appropriate training of teachers and administrators about the evaluation criteria established by local school districts.

I.	**Teachers have knowledge of:**
	Students
	Content
	Pedagogy

Students[4]

1. *Teachers understand how students learn and develop by:*

    a. becoming knowledgeable about the major concepts, principles, theories and research related to the normal progression and variations in students' physical, emotional and cognitive development to construct learning opportunities that support students' development, acquisition of knowledge and motivation; and

    b. learning about exceptionalities in learning – including learning differences, visual and perceptual differences, socio-emotional differences, special physical or mental challenges, and gifted and talented exceptionalities – and challenging students with exceptionality as well as seeking sources of support within the school.

2. *Teachers understand how students differ in their approaches to learning by:*

    a. being aware of how student learning is influenced by language, culture, heritage, family and community values and incorporating students' experiences and community resources into instruction;

    b. learning about and utilizing strategies for building understanding, acceptance and a positive sense of community into the classroom; and

    c. becoming knowledgeable about language development, including the process of second-language acquisition, and employing strategies to support the learning of students whose first language is not English.

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[4]**Students** include children, adolescents and adults served by the public school system.

Content

3.   *Teachers are proficient in reading, writing and mathematics[5].*

4.   *Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach by:*

> a.   becoming knowledgeable about the major principles and concepts of the subject to be taught[6] and presenting appropriate lesson content;
>
> b.   learning about and using computer and information technology as an integral part of teaching their discipline(s);
>
> c.   knowing and utilizing national and state standards within their discipline(s);
>
> d.   being aware of the evolving nature of subject-matter knowledge and the need for keeping abreast of new ideas and understandings within one's discipline, including the impact of technology and information sources on the nature of teaching, communications and the development of knowledge;
>
> e.   understanding that literacy skills and processes are applicable in all content areas and helping students develop the knowledge, skills and dispositions that enable students to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing; and
>
> f.   understanding and using concepts and skills inherent in numeracy to enable their students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content area in order to solve problems.

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[5]Essential skills in reading, writing and mathematics are assessed through the PRAXIS I CBT examination.

[6]Content knowledge is assessed through the PRAXIS II content-area examinations.

Pedagogy

5. *Teachers know how to design and deliver instruction by:*

   a. understanding that the specific content taught is part of and connected to a larger universe of knowledge represented in a K-12 curriculum;

   b. recognizing the importance of focusing and sequencing curricular objectives to connect with students' previous and future learning and to prepare students to master state and local achievement goals; and

   c. choosing when and how to expand beyond the articulated curriculum to meet student needs and to make connections among different subjects and among school, career and work.

6. *Teachers recognize the need to vary their instructional methods by:*

   a. recognizing individual differences in approaches to learning and identifying how learners perceive, interact with and respond to the learning environment; and

   b. varying their role (e.g., instructor, facilitator, coach and audience) in the instructional process in relation to the content and purposes of instruction.

> **II. Teachers apply this knowledge by:**
> **Planning**
> **Instructing**
> **Assessing and Adjusting**

Planning

1. *Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community by:*

    a. designing instruction and assessment to achieve long- and short-term learning goals that are specific and measurable;

    b. selecting appropriate materials – including a wide range of technological resources – to help students find information, interpret the quality of sources, and effectively synthesize and communicate information;

    c. sequencing learning tasks into coherent units of instruction derived from the curriculum and incorporating hands-on, real-world experiences and community resources from which students can build an understanding of abstract concepts and knowledge; and

    d. anticipating common misperceptions, diverse levels of student interest and available resources, and making adjustments as appropriate.

2. *Teachers create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students by:*

    a. designing tasks that meet curricular goals, build upon students' prior learning, and advance the student toward important learning goals;

    b. addressing various learning styles, incorporating multicultural content and fostering interdisciplinary connections; and

    c. making purposeful choices about whether students should work individually or collectively.

Instructing

3. *Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by:*

    a. ensuring that standards of behavior are explicit and applying them consistently over time with fitting consequences;

    b. maximizing the amount of time spent in instruction by effectively managing routines and transitions;

    c. organizing, allocating and managing resources of time, space, activities and attention to ensure high levels of student engagement and participation;

    d. establishing high expectations for achievement, promoting shared responsibility for learning, and nurturing the development of ethical and responsible behavior in students;

    e. demonstrating enthusiasm, self-confidence and caring about the well-being of students;

    f. structuring student interactions and academic discussions in a nonthreatening, safe[7] learning environment that supports varied learning and performance styles, student interests, and encourages intellectual risk-taking among learners; and

    g. using understandings of individual and group motivation to foster students' independent thinking, perseverance and confidence as learners.

4. *Teachers create instructional opportunities to support students' academic, social and personal development by:*

    a. developing effective lessons by organizing instructional activities and materials to promote achievement of lesson objectives;

    b. employing techniques that address a variety of learning styles as well as incorporate a wide range of community and technology resources;

    c. promoting the development of critical and creative thinking, problem-solving and decision-making skills and the deeper understanding of concepts; and

    d. integrating into all curriculums and programs opportunities for students to develop and demonstrate ethical and responsible student behavior.

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[7]A "safe" learning environment in the context of science classrooms also implies physical safety. Beginning science teachers' knowledge of laboratory safety practices is assessed through the Science Safety Laboratory Assessment.

5.   *Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry by:*

         a.   communicating clearly, using precise language and acceptable oral and written expressions that convey expectations for students; and

         b.   engaging students in purposeful discourse[8] by using appropriate questioning strategies – i.e., knowing when to provide information, when to clarify an issue, when to model, when to lead and when to let students struggle with a difficulty.

6.   *Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills by:*

         a.   becoming familiar with principles and techniques associated with various instructional and assessment strategies, including how to use multiple representations and explanations of concepts; and

         b.   identifying strategies to create learning experiences that make subject matter meaningful for students, encourage students pursue their own inquiries and interests, and help students make connections between school and career.

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[8]Discourse is defined as the purposeful interaction between and among teachers and students, in which ideas are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), or visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning).

Assessing and Adjusting

7. *Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate by:*

    a. monitoring student understanding of the lesson at appropriate points and adjusting teaching when necessary;

    b. reflecting upon and analyzing the process of teaching based on student learning or failure to learn, and modifying future plans and instructional approaches accordingly;

    c. sharing assessment criteria with students on a regular basis as well as guiding students to use these criteria for self-evaluation;

    d. collecting data over time by analyzing student work and determining whether or not instructional strategies promote desired student learning outcomes; and

    e. using multiple sources of data (such as classroom observation, student work, teacher-constructed assessment tasks, standardized test information, state examination student scores or released items, school records, etc.) to examine their students' progress in light of national, state and local performance standards.

> **III. Teachers demonstrate professional responsibility through:**
> **Professional and Ethical Practice**
> **Reflection and Continuous Learning**
> **Leadership and Collaboration**

Professional and Ethical Practice

1. *Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations).*

2. *Teachers share responsibility for student achievement and well-being through means such as:*

    a. working collaboratively with school administrators, colleagues and families to encourage students to take responsibility for their own learning;

    b. involving families of students in the education of their children by keeping them informed about their students' learning and seeking input to support and meet children's needs; and

    c. identifying appropriate agencies in the larger community, businesses and professional organizations that can provide resources for students, classrooms or schools.

Reflection and Continuous Learning

3. *Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community through means such as:*

    a. working with administrators and colleagues to explore student work and progress, to examine the effectiveness of instructional strategies, to identify school and program needs based on student data, and to ensure that the collective needs of the school are addressed.

4. *Teachers seek out opportunities to grow professionally through means such as:*

    a. sharing practices with professional colleagues within the school or district; and

    b. enriching their knowledge about content, learners, pedagogy, technology and the U.S. public school system through the examination of professional literature, participation in professional organizations, attendance at professional development seminars or ongoing graduate-level course work.

Leadership and Collaboration

5. *Teachers serve as leaders in the school community through means such as:*

    a. working with colleagues to create a positive, collaborative school culture;

    b. working with colleagues and/or community leaders to secure community support for students and schools and actively promoting strategies that support the continuous improvement of student learning; and

    c. working with colleagues in addressing other identified needs of the school and student body.

6. *Teachers demonstrate a commitment to their students and a passion for improving their profession through such means as:*

    a. bringing their enthusiasm about learning and about life into their daily work; and

    b. showing a commitment to developing the minds and characters of their students.

Discipline-Based Professional Teaching Standards

The following discipline-based professional teaching standards are for teachers of elementary education, English language arts, mathematics, music, physical education, science, social studies, special education, visual arts and world languages.

Discipline-Based Professional Teaching Standards For Teachers Of Elementary Education

I. Development, Learning and Motivation
Elementary teachers know, understand and use major concepts, principles, theories and research related to the continuum of development of children from pre-kindergarten through early adolescence. They construct learning opportunities that support the development, learning and motivation of the individual child.

II. Curriculum
Elementary teachers know, understand and use central concepts, tools of inquiry and structures of content for students across the elementary grades. They connect concepts, procedures and applications from content areas to build understanding, and encourage the application of knowledge, skills and ideas to real-world situations. Elementary teachers create meaningful learning experiences for various developmental levels that develop students' competence and skills:

    A. Literacy
    Elementary teachers know, understand and use concepts from reading, writing, language and child development, to teach reading, writing, listening, speaking, viewing and acting. Teachers help students use these concepts to construct meaning, to compose their own oral and written texts, and to interpret and respond to the compositions of others.

    B. Numeracy
    Elementary teachers know, understand and use concepts and skills inherent in numeracy to enable their students to represent physical events, work with data, reason, communicate mathematically, and make connections within math and to other content areas, as well as to the world around them, in order to solve problems.

    C. Science
    Elementary teachers know, understand and use concepts of science, including physical, life and Earth sciences and their interrelationships. They engage students in the inquiry process that involves asking questions, collecting data through the use of senses and simple measurement tools, evaluating information and presenting answers.

    D. Social Studies
    Elementary teachers know, understand and use major concepts and modes of inquiry from social studies to promote students' abilities to participate in a culturally diverse democratic society. They provide opportunities for students to investigate topics related to themselves, their families, their communities and the world around them.

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E. The Arts
Elementary teachers know, understand and use the content, functions and achievements of dance, music, theater and the visual arts as primary media for self-expression, communication, inquiry and insight among students.

F. Health
Elementary teachers know, understand and use the comprehensive nature of students' physical, mental, emotional and social well-being to create opportunities for students to develop knowledge, skills and practice necessary to achieve and maintain wellness.

G. Physical Education
Elementary teachers know, understand and use movement and physical activity as central elements to foster active, healthy lifestyles and to enhance the quality of life for students.

III. Aspects of Character
Elementary teachers know, understand and practice core ideals of caring, honesty, fairness, responsibility and respect for self and others. They create opportunities for students to work cooperatively, reach consensus, plan and carry out community service projects, and develop practical understanding of the requirements of these ideals.

IV. Habits of Mind
Elementary teachers foster dispositions that enable students to be lifelong learners and problem solvers. They cultivate students' abilities to persevere, think independently and be self-motivated and confident learners. Elementary teachers encourage their students to adapt to new situations, be open to new ideas, develop insight, be self-reflective, and be willing to have their work examined by peers in order to further learning.

Discipline-Based Professional Teaching Standards For Teachers Of English Language Arts

I.   Composing, Responding and Interpreting
English language arts teachers use their knowledge of the ways people build understandings through reading and writing, speaking and listening, viewing and acting, when they design instruction, interpret student performance and evaluate their teaching to help students reach understandings.

II.   Writing
English language arts teachers help students consider the many elements which influence a writing process – among them the writer's purpose and audience, models in the genre, and conventions of standard written English – and work through the steps which are part of a complex composing process.

III.   Reading Literature
English language arts teachers help students respond to a variety of texts, ideas, perspectives and styles as they study literature and expand their knowledge of themselves and the world.

IV.   Reading for Information
English language arts teachers help students develop, recognize and expand their reading strategies, and adjust them to suit the purpose, task and the text.

V.   Language Study
English language arts teachers help students understand the nature of language, apply the conventions of standard English language in oral and written communications, and adapt their use of language to meet the needs of different situations.

VI.   Materials for Instruction
English language arts teachers select and create materials based on instructional purpose, literary merit, impact of the medium, parameters of the curriculum and students' developmental needs.

VII.   Knowledge of Students
English language arts teachers use their knowledge of the development, backgrounds, interests and abilities which influence students' thinking, learning and use of language to make decisions.

VIII. Teaching Strategies
English language arts teachers use a variety of teaching strategies to guide students in developing literacy, critical thinking and problem-solving abilities.

IX.   **Curriculum**
         English language arts teachers help students develop concepts and skills that make them better able to respond, interpret and compose with increasing degrees of control and responsibility for their own learning.

X.   **Environment**
         English language arts teachers maintain environments that provide students with opportunities to work together to build understandings as they provide experiences with language similar to those they may encounter outside the classroom.

Discipline-Based Professional Teaching Standards For Teachers Of Mathematics

I. Mathematical Content
Teachers responsible for mathematics instruction at all levels understand the key concepts and procedures of mathematics, including ideas from number systems and number theory, geometry and measurement, statistics and probability, algebra and functions, discrete mathematics and concepts of calculus, and have a broad understanding of the K-12 mathematics curriculum.

II. Mathematical Tasks
Teachers of mathematics pose tasks that provide the stimulus for students to think about mathematical concepts and procedures, their connections with other mathematical ideas, and their applications to real-world contexts. These tasks encourage students to reason about mathematical ideas, and to formulate, grapple with and solve problems.

III. Mathematical Discourse
Teachers of mathematics orchestrate discourse that is founded on mathematical ways of knowing and ways of communicating. This discourse fosters the development of critical mathematics processes – problem solving, reasoning, communication and making mathematical connections – and influences students' dispositions toward doing mathematics.

IV. Learning Environment
Teachers of mathematics are responsible for creating an intellectual environment in which mathematical thinking is the norm. Teachers create an environment that supports and encourages mathematical reasoning and encourages students to make conjectures, experiment with alternative approaches to solving problems, and construct and respond to the mathematics arguments of others.

V. Analysis of Learning and Teaching
Teachers of mathematics use a variety of strategies to continuously monitor students' capacity and inclination to analyze situations, frame and solve problems, and make sense of mathematical concepts and procedures. Teachers use such information about students to assess not just how students are doing, but also to appraise how well the mathematical tasks, discourse and environment are working together to foster students mathematical power and what changes need to be made in response.

Discipline-Based Professional Teaching Standards For Teachers Of Music

I.   **Knowledge of Music**
     Music teachers research and are knowledgeable about a variety of music from diverse cultural traditions and historical periods, including contemporary. Key domains of knowledge include:

 • representative musical works and composers;
 • distinguishing characteristics of representative music genres;
 • performance practices for representative music genres; and
 • exemplary conductors, performers and performing groups.

II. **Applied Musicianship**
     Music teachers communicate about, respond to, create and perform music accurately and artistically. Key domains include the ability to:

 • convey artistry and musical ideas through conducting and expressive gesture;
 • respond to (select, analyze, interpret and evaluate the quality of) music and music performance with artistic insight;
 • create (imagine, plan, make, evaluate, refine, present) improvised and/or composed melodies, accompaniments, arrangements and variations;
 • perform (select, analyze, interpret, rehearse, evaluate, refine and present) a varied repertoire, and/or appropriate accompaniments;
 • sight-sing simple melodies;
 • perform music accurately and artistically from notation on at least one primary instrument; and
 • demonstrate appropriate tone and performance techniques on a variety of secondary instruments, including voice, keyboard instrument, standard beginning-level band and orchestral instruments, and standard classroom instruments.

III. **Importance of Music**
     Music teachers draw on an understanding of the nature and significance of music and its relationship to other arts and disciplines, to communicate its aesthetic, educational and societal value.

IV. **Creating Music**
     Music teachers plan and provide sequential, developmentally appropriate instruction that empowers students to independently **create** (imagine, plan, make, evaluate, refine and present) music through improvisation, arranging, harmonization and composition. Music teachers help students develop the skills and understandings – aural, theoretical, notational, technical – and personal "voice" which provide the foundation for creating music that is both technically sound and expressive.

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V.   Performing Music
Music teachers plan and provide sequential, developmentally appropriate instruction that empowers students to independently **perform** (select, analyze, interpret, rehearse, evaluate, refine and present) music. Music teachers help students develop the skills and understandings – aural, technical, notational, stylistic, expressive – necessary to perform accurately and artistically.

VI.   Responding to Music
Music teachers plan and provide sequential, developmentally appropriate instruction that empowers students to independently **respond** to (select, analyze, interpret and evaluate) music. Music teachers help students develop the aural and theoretical skills and understandings, vocabulary and familiarity with representative musical examples that provide the foundation for understanding and communicating about music.

VII.   Learning Environment
Music teachers establish and maintain a positive environment, conducive to developing students' independent musicianship and future participation in music.

VIII.   Reflection and Professional Growth
Music teachers pursue lifelong learning through reflective practice, musical and professional development, and participation in music making.

IX.   Leadership
Music teachers help their school and community develop an appropriate vision of, and commitment to providing, a quality music/arts education for all students.

Discipline-Based Professional Teaching Standards For Teachers Of Physical Education

I.   **Content Knowledge**
        Physical education teachers use their understandings of physical education content and concepts of the sub-disciplines of the field to support and encourage learner expression through movement and physical activity. Key domains of knowledge include:

- motor development and motor learning;
- exercise science, including biomechanics, physiology and kinesiology;
- physical activity and wellness;
- movement forms and concepts;
- sociology and psychology of movement; and
- legal and safety issues.

II.   **Growth and Development**
        Physical education teachers use their understanding of how students learn and develop to provide opportunities that support their physical, cognitive and emotional development through physical activity.

III.   **Diverse Learners**
        Physical education teachers understand how individuals differ in their approaches to learning and physical performance and design appropriate instruction adapted to allow all students to develop the skills and knowledge to feel success in and enjoy physical activity throughout their lives.

IV.   **Management and Motivation**
        Physical education teachers use their understanding of the motivation and behavior of students and groups to encourage learners to participate in physical activity inside and outside of school and to promote mutual respect, support, safety and cooperative participation.

V.   **Planning and Instruction**
        Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies and activities that maximize learner participation in safe learning experiences for the purpose of developing physically educated students.

Discipline-Based Professional Teaching Standards For Teachers Of Science

I.   Science Nature and Content
Science teachers understand the main ideas of their disciplines and the processes by which scientific data is collected and theories are built. Key domains of knowledge are as follows:

- for teachers of *biology* – evolution, diversity and unity of life of earth, molecular and cellular biology, ecology and genetics;
- for teachers of *chemistry* – atomic, molecular and nuclear structure of matter, matter and energy transformations, chemical reactions and organic chemistry;
- for teachers of *earth science* – earth history and dynamics, earth's composition and natural resources, meteorology and astronomy;
- for teachers of *physics* – forces and motion; energy transformations; the nature of light, sound, electricity and magnetism; thermodynamics; and the nature of matter; and
- for teachers of *general science* – basic principles and concepts of the physical, life and earth sciences.

II.   Science Logic and Construction of Knowledge
Science teachers understand the various forms of scientific inquiry and create opportunities for students to develop independent, creative and critical scientific reasoning.

III.   Science Context and Applications
Science teachers understand the significance of scientific literacy in a modern society and create opportunities for students to apply their knowledge, solve problems, examine science-related issues and construct informed and carefully reasoned opinions.

IV.   Students' Diversity
Science teachers search for science materials and teaching strategies that encourage students with diverse abilities, interests and backgrounds to actively participate in the learning of science.

V.   Learning Environment
Science teachers develop science learning communities in which teacher and students ask questions, seek information and validate explanations in various thoughtful, creative and cooperative ways.

VI.   Instructional Resources
Science teachers use available time, materials, equipment and communication technologies in a safe environment to support students' scientific investigations.

Discipline-Based Professional Teaching Standards For Teachers Of Social Studies

I. **Social Studies Content Knowledge**
Social studies teachers use their subject-matter knowledge and the disciplinary thinking that is at the heart of history/social studies to plan and promote meaningful and challenging learning connected to important social studies themes. Key domains of social studies content knowledge include:

- *United States history*, including major events and the way of life in each major era from Native American peoples before exploration through the 20th century;
- *world history*, including the study of both western and nonwestern civilizations from prehistory through the 20th century;
- *government/civics/political science*, including basic political concepts and political theory, the United States Constitution, other forms of government, and international relations;
- *geography*, including the themes of geography, map skills, and the study of physical, human and regional geography;
- *economics*, including fundamental economic concepts, microeconomic and macroeconomic principles, international economics and current economic issues; and
- *behavioral sciences*, including sociology, anthropology and psychology.

II. **Knowledge of Students**
Social studies teachers use information regarding students' development and interests, backgrounds, family histories and traditions to guide their practice and to develop relationships with their students in order to provide all students an opportunity to learn history/social studies.

III. **Learning Environment**
Social studies teachers provide a physically, emotionally and intellectually safe environment to promote active learning, questioning and the exchange of ideas and opinions, often concerning sensitive and/or controversial issues related to history/social studies.

IV. **Social Studies Skills**
Social studies teachers ensure that all students have an opportunity to develop essential social studies skills (e.g., constructing informed positions on issues, expressing their positions and justifying their positions with reasoned arguments based on history/social studies content) and know that skills and content should be learned together.

V. **Integrated Teaching and Learning**
Social studies teachers engage students in learning experiences that are integrated by establishing linkages, both within the themes and disciplines of history/social studies and across other academic disciplines.

VI.   Challenging Teaching and Learning
Social studies teachers promote students' use of inquiry (e.g., through the use of primary documents, case studies and debates) and critical thinking to explore history/social studies and ensure that all students have an opportunity to pursue challenging content knowledge and learning experiences.

VII.   Civic Competence
Social studies teachers promote civic competence, social concern and responsibility through real-world applications of history/social studies learning and they help their students to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Discipline-Based Professional Teaching Standards For Teachers Of Special Education

I.   **Content Knowledge**
Special education teachers must have a knowledge of:

- various disabilities, the impact of disabilities on classroom performance;
- the implementation of strategies to facilitate student learning and behavior management;
- negotiation and conflict resolution skills;
- the appropriate use of formal and informal assessment strategies and instruments;
- legal provisions, regulations and guidelines regarding student assessment;
- how students learn to read and respond to text; understanding of reading and writing as interactive processes;
- how students learn mathematics, including mathematical reasoning and problem solving, mathematical concepts, procedures and tasks;
- instructional materials including adaptive equipment and technological resources; and
- occupational/life skills curriculum and relevance to independent living and employment.

II.   **Collaboration**
Special education teachers work collaboratively in classroom settings as partners with other teachers and related service providers and share responsibility for meeting student outcomes, through the design and modification of instruction to meet the needs of students with and without disabilities.

III.   **Consultation within the School Community**
Special education teachers collaborate with members of the school community, conveying and receiving information, in the design and implementation of instructional and behavioral adaptations for students with disabilities.

IV.   **Instruction**
Special education teachers teach language arts, mathematics and occupational/life skills, and use their knowledge of learning strategies and adaptations to modify the instructional methods and materials of these and other subject areas to foster the independence of the student. Teachers know and use a variety of strategies and resources, including task analysis and other specialized instructional approaches, as well as a variety of materials and adaptive equipment, alternative and augmentative communications systems and assistive technology to meet students' particular learning needs and goals.

V.   **Students and Their Needs**
       Special education teachers use their understanding of the impact of various disabilities on learning and classroom performance, as well as their knowledge of the continuum of education program options and services in the implementation of students' Individual Education Programs (IEP).

VI.   **Assessment**
       Special education teachers understand and use formal and informal assessment techniques, and they interpret and communicate the results of assessments to students, parents and colleagues to analyze and modify instruction, and to ensure the continuous cognitive, social, emotional and physical development of the learner.

VII.   **Environment**
       Special education teachers use their understanding of individual and group motivation and behavior to create learning environments that maximize opportunities for students' academic, behavioral and personal success.

Discipline-Based Professional Teaching Standards For Teachers Of Visual Arts

I.   **Knowledge of Visual Arts**
        Art teachers research and respond knowledgeably to art forms, artists and works from diverse historical and contemporary cultures. Key domains of knowledge include:

- representative artists, art works, artifacts and objects in a variety of media;
- key characteristics of representative genres and styles from diverse cultures, peoples and historical periods;
- traditions in and influences of art, design and the making of artifacts; and
- art criticism and aesthetics.

II.   **The Making of Art**
        Art teachers convey meaning through skillful art making in a variety of media. Key domains of knowledge include:

- a high level of technique and expressiveness in at least one visual medium; and
- appropriate technique and processes in a variety of visual media, including:
    - 2-dimensional (such as drawing, painting, print-making and photography),
    - 3-dimensional (such as sculpture, ceramics and crafts), and
    - computers and other electronic media (such as video and film).

III.   **Importance of the Visual Arts**
        Art teachers understand the nature and significance of the visual arts and the connections to other arts, other disciplines and daily life to articulate the educational, communicative, historical and cultural values of the visual arts.

IV.   **Curriculum Planning**
        Art teachers design comprehensive, sequential curriculum that is developmentally appropriate and empowers students to carry out the artistic processes of creating and responding to art.

V.   **Knowledge of Students**
        Art teachers plan and implement instruction that reflects knowledge of students' artistic, intellectual and physical development.

VI.   **Instructional Resources**
        Art teachers create, select and adapt a variety of appropriate art works, technologies and other resources to plan and support student learning.

VII.   Instruction

Art teachers use a variety of safe and developmentally appropriate art media, techniques, teaching methods and strategies to promote a high level of understanding and artistic achievement.

VIII. Reflection and Professional Growth

Art teachers pursue lifelong learning and improvement through reflective practice, artistic and professional development, and participation in art making.

IX.   Leadership

Art teachers articulate and enhance the role of the arts and arts education in the school and community as well as demonstrate organizational skills and take an active role in educational decision making.

Discipline-Based Professional Teaching Standards
For Teachers Of World Languages

I.   Content Knowledge
World language teachers demonstrate linguistic competence and cross-cultural proficiency in the language(s) they teach. They have the knowledge, awareness and ability to compare and contrast the home culture(s) and the target culture(s).

World language teachers understand the cumulative nature of language learning (i.e., language proficiency develops and expands, yet continues to build on all previous learning). Key domains of knowledge include:

- research in first- and second-language acquisition;
- general linguistics;
- current brain research; and
- various assessment models related to listening, speaking, writing and cultural understanding in the target language.

World language teachers demonstrate an understanding of the interdisciplinary base of world language instruction (e.g., language arts, history, the arts, mathematics, etc).

II.   Learning Environment
World language teachers create and maintain a nurturing learning environment that encourages risk taking and creative use of language. This linguistic learning environment embodies the practices, perspectives and products of the culture(s) being studied.

III. Learners
World language teachers believe that all students have the potential to learn and be successful in acquiring and using language in and beyond the classroom. They recognize that students' development, linguistic backgrounds, abilities and interests influence their thinking, learning and use of language. They demonstrate awareness of student diversity and learn strategies to build understanding in the classroom.

IV.   Instruction
World language teachers use a variety of authentic[9] materials and cultural products, including technology and human resources. World language teachers understand that people use listening and speaking, reading and writing, viewing and performing as ways to build understanding. They help students to develop these skills in a variety of cultural contexts. They explore with students varied cultures in which the language is used as a medium of communication.

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[9] "authentic" means created by native speakers for native speakers

CHAPTER 3

*Connecticut Guidelines
 for Teacher Evaluation
 and Professional Development*

Preface

The State Board of Education is committed to ensuring that all Connecticut students achieve at higher levels in school and become more productive and more responsible citizens. This is a shared responsibility, involving students, parents, teachers, administrators, employers, community members, local school boards, and state and local government. All students are expected to learn more – and learn it better – than ever before. We must also expect as much from our educators as from our students. These expectations are reflected in Goal Three of *Nurturing the Genius of Connecticut's Students: Connecticut's Comprehensive Plan for Education 1996-2000.*

> to set and meet high standards for the performance of teachers and administrators leading to and evidenced by improved student learning.

The *Connecticut Guidelines for Teacher Evaluation and Professional Development* will assist districts in accomplishing this goal.

Context

These guidelines replace the teacher evaluation and professional development guidelines adopted by the State Board of Education on December 7, 1993. The new guidelines are designed to build on and strengthen Connecticut's unwavering commitment to equity and excellence in education.

Three Connecticut State Department of Education publications frame the contents of the new guidelines:

1. *Connecticut's Common Core of Learning* (CCL), which clearly establishes high expectations for learning for all of Connecticut's children;

2. *Connecticut's Common Core of Teaching* (CCT), which defines effective teaching practice throughout the career continuum of teachers from *pre-service*, through *induction*, as well as for the *evaluation and continued professional development of experienced teachers*. This replaces the 15 Connecticut Teaching Competencies as Connecticut's definition of effective teaching practice.

3. *The Connecticut Framework: K-12 Curricular Goals and Standards*, which establishes student content and performance standards across all disciplines by grade span, e.g., K through 4, 5 through 8, 9 through 12.

Using these documents as the foundation for teacher evaluation and professional development establishes a critical link between effective teaching and increased student learning. The district's school improvement initiative will become more effective and coherent when teacher evaluation and school improvement processes are integrated with an ongoing systematic staff development strategy.

(Note: See Appendix D for Connecticut Statutes related to teacher evaluation and professional development.)

Introduction

One of the greatest challenges facing the United States as it looks toward the new millennium is the development of human capacity, specifically, the need for a highly educated, globally aware community of citizens who can lead the country into an era of increasing technological, moral, scientific, political and social complexity. Chief among the developers of our nation's human capacity are teachers, who, along with parents, share responsibility for the growth of knowledge among the nation's more than 50 million school-age youth.[1]

To ensure that *all* students have competent, high-quality teachers, we must develop an evaluation and support structure that builds human capacities and challenges all educators to aspire to and reach excellence.

While we expect more from today's students and teachers, there is growing evidence that the investment in the professional development of teachers (building human capacity) is woefully inadequate and often is viewed by many people in the public and private sectors as not cost beneficial. Business and industry appear to have just the opposite view. They spend considerable dollars on training and building human capacity to maintain profitability and competitiveness.

The central focus of Connecticut's guidelines is the investment in ongoing teacher professional development in order to improve student learning. In the design of the teacher evaluation and professional development guidelines, the following principles were used to guide this effort:

- student learning is directly affected by teacher competence;

- teacher competence is affected positively by the integration of teacher evaluation and professional development;

- teachers, like students, must be continual learners;

- an effective evaluation plan requires a clear definition of teaching and learning and a system to assess it; and

- the gaps between expectations for student performance and actual student performance should guide the content of professional development.

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[1] *The Numbers Game – Ensuring the Quantity and Quality in the Teaching Workforce*, NASBE, October 1998.

I.   TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT GUIDELINES

All teacher evaluation and professional development plans should:

1a.   Show a clear link between teacher evaluation and professional development and improved student learning.

Improvement of student achievement is a critical goal of teacher evaluation and professional development plans. The capacity of teachers to improve student learning – whether as individuals, members of small groups, or as members of a schoolwide community – needs to be strengthened. Teacher evaluation and professional development plans need to focus on improving student learning and should be jointly determined by teachers and administrators. In addition, professional development plans should have provisions for evaluating their effectiveness in changing teachers' classroom practices and improving student learning.[2] Moreover, professional development plans should permit both independent and collaborative endeavors as well as be designed to support the creativity of all teachers.

1b.   Use *Connecticut's Common Core of Learning, The Connecticut Framework: K-12 Curricular Goals and Standards*, the CMT/CAPT Assessments, as well as locally-developed curriculum standards as the basis for establishing learning goals at the district and school levels.

Teachers must be involved in all activities that establish standards (curriculum and student) at the district and school levels. Moreover, it is critical that there is mutual agreement among teachers, administrators and school boards around the learning goals and that all agree to be held accountable to the goals.

2a.   Use *Connecticut's Common Core of Teaching* as Connecticut's definition of effective teaching.

Connecticut's Common Core of Teaching (CCT) establishes standards for accomplished practice in teaching pre-kindergarten through Grade 12 students. Expectations for accomplished practice for beginning teachers and experienced teachers should be jointly determined by teachers and administrators in the district.

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[2] Student learning is defined broadly to include teacher and administrator assessment of student work samples, performance measures (e.g., holistic scoring of writing) as well as teacher-designed tests and standardized tests (e.g., CMT and CAPT). In addition, technology should be available to permit teachers to disaggregate data (e.g., using the strategic school profile database) to determine program strengths and weaknesses.

2b.   Show a clear link between the competencies identified in the CCT, the district's teacher evaluation and professional development plan, and improved student learning.

The teaching competencies in the CCT should be addressed in the design and development of any comprehensive evaluation and professional development system. The evaluation should be organized around the foundational skills and competencies, as well as discipline-based professional standards of the CCT.

- Teachers have a knowledge of students, content and pedagogy;
- Teachers apply this knowledge by planning, creating a positive learning environment, instructing, assessing and adjusting; and
- Teachers demonstrate professional responsibility through professional and ethical practice, reflection and continuous learning, collaboration and leadership.

For a more detailed description, see Chapter 2 of the *Common Core of Teaching*.

3.   Ensure the districtwide teacher evaluation and professional development plan provides opportunities for educators to receive Continuing Education Units (CEUs) based on work directly related to district goals and objectives for students.

The district's CUE offerings shall be purposefully designed to meet the professional development needs of teachers as articulated in the teacher evaluation and professional development plan. The plan should be consistent with state guidelines for the issuance of CEUs and developed jointly by teachers and administrators under the policy direction of the board of education.

4.   Include a clear, written statement describing the connections among teacher evaluation, curriculum development, professional development and student assessment.

This statement should be jointly crafted by teachers and administrators and serve to focus the evaluation plan on teaching and learning.

5.   Provide opportunities for self-evaluation by teachers.

Teachers should evaluate their own performance based upon the district's plan and present evidence to support their self-assessment. This evidence may include documentation of planning, videotapes of teaching, examples of student work, student feedback, documentation of ongoing professional development activities, and examples of collaboration and leadership.

6. **Recognize peer assistance as integral to the ongoing support of teachers in improving teaching and learning.**

   Research is clear that teachers learn best from peer support within their field of study. Districts are strongly encouraged to make time for teachers to provide assistance to their colleagues. Peer assistance requires adequate training and time to perform these very important roles. Among the candidates who might wish to receive this training are National Board-certified teachers, teachers of the year, celebrants and Beginning Educator Support and Training (BEST) Program mentors and assessors. Peer support facilitates the development of a community of learners in the school and is one of the best sources of professional development for teachers.

7. **Provide for the training of administrators about the evaluation criteria established by the local school district.**

   To have a fair, equitable and credible evaluation and professional development plan, administrators must be trained to assess teachers reliably and fairly across schools and within/across disciplines. Districts also must ensure that teachers are knowledgeable about the evaluation criteria.

8. **Provide for the allocation of time to facilitate teacher evaluation, collaboration and professional growth.**

   Time for educators to work together is necessary in order to support a school environment that fosters teacher involvement in the evaluation and professional development process. When collaborative professional development time is built into the daily, weekly or year-long schedule, both educational practice and student learning improves.

9. **Provide for both individual and collaborative evaluation and professional development.**

   Teachers have different evaluation and professional development needs. Therefore, the plan should provide teachers with choices that will allow them to meet those needs. A one-size-fits-all plan is not acceptable, given the diversity and development of teachers from beginning teachers to National Board awardees. All plans must have provisions for identifying both collaborative and individual professional development needs. Individual and collaborative goals for teachers should be closely aligned to student learning goals.

II.   KEY ELEMENTS FOR THE DEVELOPMENT OF A TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT PLAN[3]

1.   A clearly written statement of the purpose(s), procedures, responsibilities, time lines and resources needed for implementation of the plan.

2.   Evidence of teacher involvement in the design, implementation and evaluation of the plan.

3.   Written district goals and objectives for students and related goals for teacher evaluation and professional development.

4.   Provision for a process for the gathering and analyzing of data to inform teaching and learning.

5.   Provision for presentation of documentation by teachers to support their self-evaluation.

6.   Provision for a process to provide feedback that is clear, specific *and constructive*. Feedback should be timely and used at regular intervals to assess progress on district goals and objectives for students.

7.   Provision for a process to provide choices for individuals to grow professionally that are differentiated to address different grade configurations, teacher experiences(s) and the specific demands of the content field.

8.   Clear procedures for the documentation of professional development through CEUs which are linked to the goals of the individual's and district's professional development plan.

9.   A process for resolving disputes in cases where the evaluator and teacher cannot agree on objectives, the evaluation period, feedback or the professional development plan.

10.   Specification of the length of the evaluation period, which may vary for employees with different levels of experience and expertise.

(continued)

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[3]Note that, pursuant to Section 10-151b, the superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June of each year.

11. Clear and specific steps for placing teachers in intensive supervision and/or for removing a teacher (dismissal). These steps must be designed to meet the due process rights of teachers in cases of continued intensive supervision or dismissal.

   • The intensive supervision phase should include sufficient opportunities for teachers to obtain assistance from peers and administrators and/or participate in special training that is purposefully designed to build the teacher's capacity to meet district standards.

   • A district may opt to refer a teacher who fails to meet the district's minimal standards for teacher performance to an outside agency, such as a regional educational service center, college or university, or a CSDE resource bank of trained assessors qualified to provide assistance in improving teaching.

   • Based on an agreed-upon timetable, sufficient time must be allocated to enable the teacher an opportunity to improve. Consequences of the teacher's performance must be clearly articulated and all steps taken for either the continuance or dismissal of the teacher must be well documented.

CHAPTER 4

Connecticut Guidelines for The Issuance of Continuing Education Units Required for Certification

Context

> "One of the greatest challenges facing the United States as it looks toward the new millennium is the development of human capacity, specifically, the need for a highly educated, globally aware community of citizens who can lead the country into an era of increasing technological, moral, scientific, political and social complexity. Chief among the developers of our nation's human capacity are teachers, who, along with parents, share responsibility for the growth of knowledge among the nation's more than 50 million school-age youth."

> *The Numbers Game – Ensuring the Quantity and Quality*
> *in the Teaching Workforce, NASBE*, October, 1998.

While more is expected from today's students and teachers, there is growing evidence that the investment in the professional development of teachers (building human capacity) is woefully inadequate and often is viewed by many people in the public and private sectors as not cost beneficial. Business and industry appears to have just the opposite view. They spend considerable dollars on training and building human capacity to maintain profitability and competitiveness.

Connecticut's CEU guidelines strengthen the connection between the investment in ongoing teacher professional development and improved student learning. They also build on and strengthen Connecticut's unwavering commitment to equity and excellence in education. The following principles have guided the design of these guidelines:

- Student learning is directly affected by teacher competence.
- Teacher competence is enhanced by ongoing professional development and continuous learning.
- Teachers, like students, must be continual learners.

Purpose of CEUs

The intent behind the statutory requirement for CEUs is to ensure that educators are provided with high quality, rigorous professional development experiences linked to advancing student learning. The awarding of CEUs is the final step in the development and implementation of professional development plans, as reflected in *Connecticut's Guidelines for Teacher Evaluation and Professional Development*. The appropriate awarding of CEUs signifies that the professional development activities have met the highest standards and are contributing to the enhanced quality and ability of Connecticut's educators.

What's New in These Guidelines?

This document replaces the *Guidelines and Procedures for CEUs* published on July 1, 1992. These guidelines also reflect current statutory requirements related to professional development, CEUs and the continuation of professional educator certificates (see Appendix D). A history of CEUs is provided in Appendix E.

The new guidelines **require that professional development for which CEUs are issued focus on improving student learning**. Furthermore, the definition of what constitutes professional development for which CEUs can be offered has been broadened to include such things as time spent in learning, problem-solving, experimenting, interacting with colleagues, developing curriculum and writing journal articles.

In addition, the contents of the new guidelines are framed by four recently released Connecticut State Department of Education (CSDE) policy documents:

1. *The Connecticut's Common Core of Learning* (CCL), which clearly establishes high expectations for the learning for all of Connecticut's children;

2. *The Connecticut Framework: K-12 Curricular Goals and Standards*, which expands the CCL by establishing student content and performance standards across all disciplines by grade span (e.g., K through Grade 4, Grades 5 through 8, Grades 9 through 12);

3. *Connecticut's Common Core of Teaching* (CCT), which defines effective teaching practice throughout the career continuum of teachers – from pre-service, through induction, as well as for the evaluation and continued professional development of experienced teaching staff; and

4. *Connecticut Guidelines for Teacher Evaluation and Professional Development*, which provide criteria and processes for the development and implementation of local district teacher evaluation and professional development plans.

Using these documents as the focus for professional development establishes a critical link between effective teaching and increased learning. The quality of a district's school improvement initiative will be enhanced and become more coherent when all the components – that is, teacher evaluation, school improvement processes, professional development, including those learning experiences documented by CEUs – are developed from a common framework.

These guidelines are divided into three sections:

- Responsibilities of Local and Regional Boards of Education Granting CEUs for Professional Development Activities;
- Responsibilities of Educators Seeking CEUs for the Continuation of the Professional Educator Certificate; and
- Responsibilities of Approved CEU Providers.

A. Responsibilities Of Local And Regional Boards Of Education Granting CEUs For Professional Development Activities

Statement of Purpose:

> TO ENSURE THAT ALL STUDENTS HAVE COMPETENT, HIGH-QUALITY AND CARING TEACHERS, WE MUST PROVIDE MEANINGFUL LEARNING EXPERIENCES WHICH ENABLE EDUCATORS TO CONTINUOUSLY RAISE THEIR EXPECTATIONS FOR THEIR STUDENTS' ACHIEVEMENT AND FOR THEIR TEACHING. THEREFORE, THE CENTRAL FOCUS OF ALL CONTINUING EDUCATION UNITS MUST BE TO IMPROVE STUDENT LEARNING.

1. All learning experiences for which CEUs are awarded should enrich or improve the skills, knowledge and abilities of educators **to improve student learning**. The content of professional development and related learning experiences should be guided by:

    - **expectations for student performance as reflected in** *Connecticut's Common Core of Learning* (CCL) and *The Connecticut Framework: K-12 Curricular Goals and Standards*, as well as in school or districtwide goals;

    - **actual student performance**, as evidenced by a variety of indices, including, but not limited to, the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT); and

    - **what teachers need to know and be able to do** to improve instruction that advances student learning.

2. Learning experiences should have clear and concise written statements of intended **learning outcomes**;

3. Professional development activities should provide **information, strategies or applications** (e.g., materials, curriculum designs, instructional strategies) designed to enhance the capabilities of educators to improve student learning;

4. Each district should annually offer teachers and administrators significant opportunities to enhance their abilities to promote student mastery of **literacy[1] and numeracy[2] as they apply to all content area(s) or job assignment(s) in which the educator works;**

5. Opportunities should be provided for educators to receive district-provided professional development which fulfills the **special requirements for certified educators** as mandated under Subsection (k) (1) (1) of Section 10-145b of the *Connecticut General Statutes* (refer to page 70 for a list of these requirements).

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[1] Literacy is defined as the knowledge, skills and dispositions that enable students to construct meaning and make sense of the world through reading, writing, speaking, listening, viewing and enacting.
[2] Numeracy is defined as the knowledge, skills and abilities that enable students to represent physical events, work with data, reason, communicate mathematically and make connections within mathematics and to other content areas, as well as the world around them in order to solve problems.

Statutory Requirements (related to local school districts)

> **Subsection (k)(1)(1) of Section 10-145b of the** *Connecticut General Statutes*:
> "...Each local and regional board of education shall make available, annually, at no
> cost to its certified employees not fewer than eighteen hours of professional devel-
> opment activities for continuing education credit. Such activities may be made
> available by a board of education directly, through a regional educational service
> center or cooperative arrangement with another board of education or through
> arrangements with any continuing education provider approved by the State Board
> of Education. Local and regional boards of education shall grant continuing edu-
> cation credit for professional development activities which the certified employees
> of the board of education are required to attend, professional development activi-
> ties offered in accordance with the plan developed pursuant to section (b) of sec-
> tion 10-220a, or professional development activities which the board may approve
> for any individual certified employee..."

*This minimum annual requirement of eighteen (18) hours of district-provided professional development
activities may be offered in a variety of ways, not just through workshops or presentations. These include
structured, planned activities in which educators are problem-solving, experimenting, developing curricu-
lum, and interacting with colleagues around teaching and learning. Local districts may offer additional
professional development activities to their educators, but for which CEUs should not be granted.*

Local District Administrative Requirements for Offering
Professional Development Eligible for CEUs

1. **Planning Process:** The local board of education shall implement a process for **identify-
    ing the learning activities that address the professional development needs of all
    participants in the school community** (including central office administrators, school
    leaders, teachers and other certified staff). This process shall provide an opportunity for
    the advice and assistance of teachers, administrators and a teacher bargaining unit repre-
    sentative in formulating the plan, administering the learning activities, and evaluating
    learning activities to ensure CEU criteria are met;

2. **Evaluation:** Opportunities are provided for participants to evaluate the **relevance and
    usefulness of the learning activities** and provide other forms of feedback about the
    professional development. An annual evaluation of all district-provided CEU activities
    will be conducted and will incorporate participant feedback about the impact of the
    learning activities on **improving student learning** and **opportunities to apply knowl-
    edge in the context of their job responsibilities;**

3. **Eligible Activities for CEUs:**

    (a) **Workshops and Seminars:** eligible for CEUs only if there are opportunities for
         participants to **learn and investigate, experiment, consult or evaluate practices
         which promote student learning.**
    (b) **Activities Involving Application of Learning in School-based Settings:** e.g., ac-
         tion research, study teams, curriculum development, teacher visitations, problem-

solving groups, extended curriculum-based learning, schoolwide improvement initiatives, and professional development activities which meet the criteria of **enhancing the ability of educators to increase student learning;**

4. **Documentation of CEUs**: The documentation of CEUs is based on the amount of time spent on learning activities which **enhances teacher competence and ability and leads to greater student learning**. The calculation of this time spent on learning should only include the actual time devoted to learning either in a formal setting or through activities involving the collaboration of educators, committees or study teams.

    Districts must grant two types of CEUs:
    *   **CEUs** (as evidenced by a CEU certificate, stamped with the provider number of the issuing agent for professional development), for professional development activities that meet the requirements of these guidelines; and

    *   **CEU Equivalents**, for learning experiences directly contributing to teacher competence and student learning (as awarded by a board of education or state agency and evidenced by a CEU certificate, stamped with the provider number of the issuing agent) that meet the requirements of these guidelines;

5. **Granting of CEU Equivalents**: Districts shall implement a process for the review and granting of CEU equivalents by the school district. Eligible activities include **planned continuing learning experiences related to student learning** as well as **service in specific roles**, examples of which include presenters/trainers, peer coaches, and facilitators of district learning activities;

6. **Record-Keeping:** Districts shall maintain a complete record of each individual's participation and be able to provide a copy of that record upon request for a period of at least fifteen (15) years; and

7. **Annual reporting to CSDE**: In accordance with Subsection (k)(1)(2) of Section 10-145b of the *Connecticut General Statutes*:

    Each local and regional board of education shall attest to the state Department of Education, in such form and at such time as the commissioner shall prescribe, that professional development activities for which continuing education credit is granted by the board: (A) are planned in response to identified needs, (B) are provided by qualified instructional personnel, as appropriate, (C) have the requirements for participation in the activity shared with participants before the commencement of the activity, (D) are evaluated in terms of its effectiveness and its contribution to the attainment of school or district-wide goals, and (E) are documented in accordance with procedures established by the State Board of Education. At the end of each five-year period each professional educator shall attest to the state Department of Education, in such form and at such time as the commissioner shall prescribe, that the professional educator has successfully completed ninety hours of continuing education.

The format for reporting will be provided by the Department.

B. Responsibilities of Educators Seeking CEUs For the Continuation of the Professional Educator Certificate

Activities Through Which Educators May Meet the CEU Requirements

The required 90 hours of contact hours of continuing education may consist of the following (singly or in combination of):

- **professional development activities eligible for CEUs** offered by the local board of education;
- **professional development activities offered by approved CEU providers**;
- **CEU equivalents**, which are made available only to school personnel by mutual, pre-arranged agreement with the school district provider;
- **application of learning through service in specific state roles:** (first-time participation as BEST Assessor, BEST Mentor, BEST Cooperating Teacher, BEST Portfolio Scorer, BEST Seminar Leader, BEST trainer, Higher Education Visiting Team Assessor, or other state service as approved by the Commissioner); and
- **graduate course(s)**, taken from an approved college or university that are directly applicable to the current endorsement(s) or toward earning an additional endorsement.

Note that CEUs, CEU equivalents and graduate credit(s) earned during one five-year professional educator certification period may not be applied toward the required 90 contact hours of continuing education for the subsequent five-year period.

1. **Professional Development Activities Eligible for CEUs Offered by the Local Board of Education**

     DESCRIPTION: Workshops, seminars and activities involving application of learning in school-based settings which provide opportunities for participants to **learn and investigate, experiment, consult or evaluate practices which promote student learning.**

     CEU CALCULATION: CEU credits awarded to reflect the actual time spent in the learning process and the application of new learning in school-based settings.

     DOCUMENTATION: Consists of documentation appropriate to series of workshops, practice sessions, application of learning in a school-based setting, and feedback attestation/evaluation. Supervisor prior approval for projects and project completions signed by participant(s) and verified (by principal, director, department head, or agent of Approved CEU Provider) for submission to CEU Coordinator.

     EXAMPLES: Workshop series, Action Research, Study Teams, Curriculum Development, Teacher Visitations, Problem-Solving Groups, Extended Curriculum-based Learning, School-wide Improvement Initiatives, and professional development activities which meet the criteria of enhancing the ability of educators to increase student learning.

2. **Professional Development Activities Offered By Approved CEU Providers**

    DESCRIPTION: Participation in professional development activities that maintain, enrich or improve the abilities of teachers, administrators or other certified school staff to improve student learning in the context of their responsibilities.

    CEU CALCULATION: Actual time spent in learning activities and the application of new learning in school-based settings.

    DOCUMENTATION: CEU certificate stamped with the provider number of the issuing agent for professional development.

3. **CEU Equivalents**

    DESCRIPTION: A planned continuing education experience directly related to improving student learning, which meets the requirements of these guidelines, for which CEU credit is not otherwise available. Examples of activities include **presenters/trainers** who develop or facilitate a *unique or new* training activity that is directly related to student learning, independent study, a research project, preparation for National Board Certification, participation in a New England Association of Schools and Colleges (NEASC) school evaluation, or preparation for NEASC accreditation visit. CEU equivalents are only available to school district personnel by mutual, pre-arranged agreement with a school district provider.

    CEU CALCULATION

    Presenters/Trainers
    First training event:
        Actual clock hours of institute/seminar/sessions, plus six hours of planning to account for workshop preparation and demonstration.
    Second training event:
        Actual clock hours of institute/seminar/sessions, plus two hours of planning to account for refinement and revision of the learning activity.

    Other Equivalent Activities

    CEU credits are based on the duration and completion of the mutually agreed upon activity.

    DOCUMENTATION: submission of attestation, project/program/workshop outline and supporting documentation to District CEU Coordinator.

4. **Service In A Specific State Role**

    DESCRIPTION: Application of learning through service in specific state roles: (first-time participation as BEST Assessor, BEST Mentor, BEST Cooperating Teacher, BEST Portfolio Scorer, BEST Seminar Leader, BEST trainer, Higher Education Visiting Team Assessor, or other state service as approved by the Commissioner).

CEU CALCULATION

Participants in the State Service Roles:

- 0.4 CEUs each for the first two CCI assessments completed by a CCI Assessor following both initial training and update training
- 1.6 CEUs for the first placement event for BEST Mentors or support team leaders following both initial training and update training
- 1.0 CEUs for the first placement event for Cooperating Teachers following both initial training and update training
- 1.0 CEUs for the first BEST portfolio scorer event following both initial training and update training
- 1.0 CEUs for the first BEST seminar leader workshop
- 1.0 CEUs for the first Higher Education Visiting Team Assessment following both initial training and update training

DOCUMENTATION

Participation in State Service:

- BEST Assessors, mentors, portfolio scorers and seminar leaders: CSDE documentation of participation (e.g., assessment documentation, district recording of mentor placements, training completed);[3]
- Cooperating teachers: signed confirmation of student teacher placement forms submitted by district to CSDE;
- Higher Education Visiting Team Assessors, documentation of participation.

5. Graduate Courses

DESCRIPTION: Graduate-level (or above) courses taken from an approved college or university directly applicable to current endorsement or toward earning an additional endorsement.

CEU CALCULATION: Calculation determined by course completion at rate of 1 Graduate Credit = 15 hours towards fulfillment of 90 hour requirement. 3-Credit Graduate Course = 45 hours.

DOCUMENTATION: Official college/university transcript indicating course completion and credit hours awarded. The Bureau of Certification and Teacher Preparation does the calculation.

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[3] CEU Certificates of Completion will be produced for placements reported in accordance with BEST Program policies. The Bureau of Certification and Teacher Preparation will accept only Cooperating Teacher, Mentor and Assessment placements as CEU credits toward fulfillment of the 90-hours of Professional Development, if accompanied by a valid CEU Certificate for Support Training completed within the same 5-year certificate term and prior to the placement event. Both documents need to be submitted together in order to validate the CEUs earned for placement.

Statutory Requirements (related to Professional Educator Certificate Holders)

Subsection (k)(1)(1) of Section 10-145b of the Connecticut General Statutes as amended by Public Act 99-211: "For certified employees of local and regional boards of education... each professional educator certificate shall be valid for five years and continued every five years thereafter upon the successful completion of professional development activities which shall consist of not less than ninety hours of continuing education, as determined by the local or regional board of education in accordance with this section, during each successive five year period. (A) Such continuing education completed by certified employees with an early childhood nursery through grade three or an elementary endorsement who hold a position requiring such an endorsement shall include at least fifteen hours of training in the teaching of reading and reading readiness and assessment of reading performance, including methods of teaching language skills necessary for reading comprehension skills, phonics, and the structure of the English language during each five year period. (B) Such continuing education requirement completed by certified employees with elementary or middle grades endorsements who hold a position requiring such an endorsement shall include at least fifteen hours of training in the use of computers in the classroom during each five-year period. (C) Such continuing education completed by (i) the superintendent of schools, and (ii) employees employed in positions requiring an intermediate administrator or supervisory certificate, or the equivalent thereof, and whose administrative or supervisory duties equal at least fifty per cent of the assigned time of such employee, shall include at least fifteen hours of training in the evaluation of teachers pursuant to section 10-151b during each five-year period. (D) In the case of certified employees with a bilingual education endorsement who hold positions requiring such an endorsement (i) in an elementary school and who do not hold an endorsement in elementary education, such continuing education taken on or after July 1, 1999, shall only count toward the ninety hour requirement if it is in language arts, reading and mathematics, and (ii) in a middle or secondary school and who do not hold an endorsement in the subject area they teach, such continuing education taken on or after July 1, 1999, shall only count toward the ninety hour requirement if it is in such subject area or areas..."

Subsection (k)(1)(2) of Section 10-145b of the Connecticut General Statutes: " ...At the end of each five-year period each professional educator shall attest to the State Department of Education, in such form and at such time as the commissioner shall prescribe, that the professional educator has successfully completed ninety hours of continuing education."

Summary of Special Requirements for
Continuation of the Professional Educator Certificate

Early childhood nursery through grade three or elementary-endorsed teachers:
Of the 90 hours of training every five years, at least 15 hours in the teaching of reading and reading readiness and assessment of reading performance, including methods of teaching language skills necessary for reading comprehension skills, phonics and the structure of the English language.

Elementary and middle-school endorsed teachers: Of the 90 hours of training every five years, at least 15 hours of training in the use of computers in the classroom.

Superintendents of schools and employees employed in positions requiring an intermediate administrator or supervisory certificate: Of the 90 hours of training every five years, at least 15 hours of training in the evaluation of teachers.

Bilingual educators:
    (a) bilingual educators who hold positions in an elementary school, but who do not hold an endorsement in elementary education: all ninety hours of training must be in the area of language arts, reading and mathematics; and

    (b) bilingual educators who hold positions in a middle or secondary school, but who do not hold an endorsement in the subject area they teach: all ninety hours of training must be in the subject area or areas corresponding to the ones they teach.

C. Responsibilities of Approved CEU Providers

Approved CEU Providers are identified as organizations, institutions, businesses, corporations and institutions of higher learning who have submitted a formal application to the Connecticut State Department of Education and are approved to offer CEUs under the aegis of the Department.

Learning experiences offered by Approved CEU Providers must:

- enrich or improve the skills, knowledge and abilities by educators to improve student learning;
- focus the content of all activities offered for CEUs upon *The Connecticut Framework: K-12 Curricular Goals and Standards, Connecticut's Common Core of Teaching* (CCT) and/or *Connecticut's Common Core of Learning* (CCL);
- define clear and concise intended learning outcomes specific to applications in a public school-based setting;
- design the content of all activities offered for CEUs toward direct application in a school-based setting (e.g., materials, curriculum designs and instructional strategies) and the enhancement of content-area knowledge in tangible ways directly transferable to increasing student learning;
- document all activities in accordance with state policies and procedures including, but not limited to, the submission of biannual reports to the Department of activities offered for CEUs; and
- obtain evaluations from each participant which assess the activity's relevance and usefulness to the acquisition of new skills, knowledge and abilities directly related to their professional responsibilities as educators to improve student learning.

See Page 68, Section 2, Professional Development Activities Offered by Approved CEU Providers for additional information.

CEU Calculation and CEU Certificates: All CEU calculations are based upon a direct accounting of time-on-task to achieve the stated learning objective of the activity. CEU Certificates must be issued to participants who successfully complete an activity within 90 days of completion and be stamped with the Connecticut State Department of Education Provider stamp in a color other than black.

Reporting: Approved Providers are responsible for reporting information about all activities offered for CEUs on a twice yearly basis, i.e., July for all activities offered between January and June, and December for all activities offered between July and December. Inactivity or lack of reports will result in the automatic revocation of status as an Approved CEU Provider.

Interested parties should request an application packet from Arlene Kay at:
arlene.kay@po.state.ct.us

CHAPTER 5

The Beginning Educator Support and Training (BEST) Program

Introduction

The mission of the Beginning Educator Support and Training (BEST) Program is that every Connecticut student is taught by a highly qualified and competent teacher. The BEST Program helps ensure that all beginning teachers have opportunities to strengthen their knowledge of subject matter and instructional strategies, enhance their understanding of students as learners, and begin a career of lifelong learning and professional growth.

The (BEST) Program was originally implemented in 1989 as a one- or two-year induction program of *support* and *assessment*. Successful completion of BEST Program requirements was required in order to be eligible for the provisional educator certificate. Beginning teachers were assigned a mentor during their first year of teaching. During that first year, they were observed up to six times by assessors using the Connecticut Competency Instrument (CCI), a classroom observation instrument that evaluates a common set of teaching competencies across all grade levels and disciplinary areas in the context of a single lesson.

In December 1993 the BEST Blue Ribbon Panel released its recommendations for the future redesign of the BEST Program. Among the reasons the Committee cited for making changes to the BEST Program was the emerging research on teaching and learning that emphasized that effective teaching requires much more than mastery of a certain set of technical skills. Instead, teachers must have strong command of their subject knowledge as well as the specialized pedagogy specific to their disciplinary areas. Furthermore, there needs to be greater emphasis on the effects of teaching on student learning. This expanded definition of teaching is now reflected in *Connecticut's Common Core of Teaching*, which makes more explicit the expectations and understandings teachers must have about their own content knowledge, professional practice, their students and the evaluation of student learning over time.

As a consequence, the **second generation of the BEST Program** is a two- to three-year induction program consisting of:

- *support* for beginning teachers through both school or district-based mentors or support teams and through state-sponsored training such as CCI and portfolio clinics, beginning teacher seminars, and other forms of professional development; and

- *assessment* through a content-specific teaching portfolio submitted during the second year of teaching, in which beginning teachers document a unit of instruction through lesson logs, videotapes of teaching and student work.

Implementation of the Second Generation of the BEST Program: 1999-2009

On May 5, 1999, the State Board of Education approved the following programmatic changes to the Beginning Educator Support and Training (BEST) Program:

- Effective for beginning teachers first employed during the 1999-2000 school year, implementation of the **requirement of a discipline-based teaching portfolio assessment** for beginning teachers endorsed and teaching in elementary education, special education, music, physical education, visual arts and world language; and for middle and secondary level beginning teachers of English language arts, mathematics, science, and social studies;

- **Integration of the competencies assessed through the Connecticut Competency Instrument (CCI) into the BEST portfolio**, thereby eliminating the CCI as a separate assessment for beginning teachers who submit portfolios. The CCI will be used for assessment purposes only for teachers in those content areas for which a teaching portfolio has not yet been developed (bilingual education, business education, health, home economics, technology education, TESOL and vocational agriculture).

As a consequence of these changes, there are now *three categories of BEST Participation*:

Portfolio Induction Program: a two- or three-year induction program of support and assessment through a discipline-based portfolio for teachers of –

elementary education, English language arts, mathematics, music, physical education, science, social studies, special education, visual arts and world language.

Connecticut Competency Instrument (CCI) Induction Program: a one- or two-year program of support and assessment through the Connecticut Competency Instrument for teachers of –

bilingual education, business education, health, home economics, technology education, TESOL and vocational agriculture.

Support Only Induction Program: a one year program of support only for teachers of –

agriculture, partially sighted, hearing impaired, blind, marketing education, remedial reading and remedial language arts, occupational and trades-related subjects in vocational-technical schools, occupational and trades-related subjects in a comprehensive high school.

Figure 1 provides a more detailed summary of BEST Program requirements by category of participation in BEST (see page 79).

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[1]Beginning teachers of world language are currently participating in pilot studies of the discipline-based portfolio assessment.

The BEST Program Teaching Portfolio Assessment

The BEST Program teacher portfolio assessments have been designed to assess the foundational skills and competencies as well as discipline-specific teaching standards identified in *Connecticut's Common Core of Teaching* (See Chapter 2). Beginning teachers submit a teaching portfolio documenting a unit of instruction during their second year of participation in the BEST Program. Teachers are asked to organize the unit of instruction around an essential concept within their discipline, engage students in an exploration of that essential concept in a series of lessons, assess student learning, and reflect on their students' learning and the quality of their teaching.

All portfolios, regardless of the content area, require the following documentation:

- daily lesson logs over a 7 to 10-day unit of instruction;
- videotapes of two lesson segments during the unit of instruction;
- examples of student work, tests and other forms of assessment of student learning; and
- teacher commentaries on planning, instruction and assessment of student learning over time.

The scoring criteria for the BEST Program portfolios are based on:

(1) **the foundational skills and competencies** of *Connecticut's Common Core of Teaching* related to teacher knowledge, planning, instruction and assessment; and
(2) **the discipline-based Professional Teaching Standards** (see Figure 2 on page 80).

The portfolios are scored by highly trained educators in the same content area as the beginning teacher. After a comprehensive and structured process of note-taking, analysis of data according to a series of guiding questions, and profiling of strengths and weaknesses according to category-level scoring rubrics; assessors assign a final portfolio score.

Following the assessment of the beginning teacher's portfolio, a portfolio score report – which includes an individualized scoring profile summarizing the beginning teacher's performance on the portfolio – will be sent to both the beginning teacher and the employing superintendent of schools.

Standards of performance for the BEST teaching portfolios are shown on Figure 3 (see page 81). Beginning teachers who do not meet the minimum or "basic" level of competence of meeting the portfolio standards during the second year of teaching are required to submit an additional portfolio during their third year of participation in the BEST Program. These teachers are eligible for a **BEST Portfolio Conference**, in which individualized feedback is provided by a specially trained portfolio scorer. Recommendations for professional development to address weaknesses identified through the portfolio assessment will also be provided.

Beginning teachers will be encouraged to obtain the support and resources they need through their local school districts, regional educational service centers and university courses.

Continuous Improvements to the BEST Program

In response to concerns raised about the time and amount of documentation required to complete a BEST teaching portfolio and the adequacy of mentoring and support available to beginning teachers, the following program improvements have been implemented as of the 1999-2000 school year:

Reduction in time and effort to document teaching: The BEST teaching portfolios must contain sufficient and comprehensive data about a beginning teacher's knowledge, skills and abilities in order to make a reliable and valid certification decision. Within that context, the BEST teaching portfolios were examined by committees of CSDE staff members, beginning teachers and portfolio scorers to ensure that a reasonable amount of time and effort is required to complete the portfolio. As a consequence, the following improvements have been made to the portfolio handbooks:

- elimination of redundancies or any unnecessary information that is not scored;
- establishment of page limits on teacher commentaries;
- teacher submission of lesson plans and student work samples produced or compiled on a routine basis by the teacher; and
- comparison of portfolios across subject areas to ensure that a comparable amount of materials and commentaries are expected.

Resources to assist beginning teachers in completing the portfolio assessment: Beginning teachers can seek the following types of assistance through the regional educational service centers:

- Portfolio Preparation Clinics (meetings with small groups of teachers to discuss how to compile a portfolio);
- Portfolio Conferences (individualized feedback by a trained portfolio scorer for beginning teachers who have not met the portfolio standard);
- viewing of portfolio exemplars in all content areas by beginning teachers and their mentors; and
- Videotaping Clinics and other technical assistance.

BEST project leaders, teachers-in-residence and beginning teacher seminar leaders are available to provide individualized assistance as well as referrals to other discipline-specific resources both within and outside the district. In addition, the Department is working with Connecticut

colleges and universities to offer graduate-level courses co-taught by BEST Program seminar leaders which incorporate the content of the portfolio seminars.

Improvements to school-based support: Numerous efforts are underway to expand the capacity of local school districts to provide content-specific support to beginning teachers through their induction period. Examples include:

(1) designing **new models for training** new mentors and updating previously trained mentors to support beginning teachers completing the portfolio assessment;

(2) **training of district personnel** as mentor trainers (note that over 60 individuals from 40 school districts were trained as trainers last winter and spring);

(3) providing **BEST Portfolio Awareness Sessions** across the state for principals, department chairs, curriculum coordinators and other district personnel;

(4) pilot-testing of **new forms of schoolwide and district-based models of support** for beginning teachers;

(5) ensuring that district personnel who attend **CSDE literacy and numeracy academies** work with beginning teachers back in their school districts; and

(6) recruiting outstanding educators to be trained as BEST portfolio scorers and resources to their districts in curriculum, instruction and assessment through **PIMMS and SERC training partnerships with CSDE.**

In addition, **new district reporting procedures** are being implemented to ensure that beginning teachers are being provided with *minimum levels of support* as required by the BEST Program regulations.   These requirements include:

- placement of a mentor or support team with a beginning teacher **within 10 days** of assignment to a school building;
- provision of **released time** for beginning teachers to observe and be observed by their mentors or members of the support team (at least eight occasions during the school year); and
- **bi-weekly meetings** between the mentor or support team and the beginning teacher.

The Connecticut State Department of Education will continue to conduct ongoing evaluations of the BEST mentor program, state-based support and the BEST portfolio assessment process to ensure continuous improvement of the BEST Program. At the same time, every effort will be made to simplify administration of the program, increase the capacity of school districts to support their new teachers and maintain programmatic consistency over the next decade.

Figure 1
BEST Program Participation Requirements
(for beginning teachers first registered in BEST during the 1999-2000 school year)

Portfolio Induction Program: for teachers of elementary education, English language arts, mathematics, music, physical education, science, social studies, special education, visual arts and world language[2].

Year One	Year Two	Year Three (if needed)
School-based support: Support by mentor or support team	*School-based support (optional):* support by mentor or support team	*State-based support:* BEST Portfolio Conference providing individualized feedback to beginning teachers not meeting the portfolio standard in year two
State-based support: BEST orientation sessions Discipline-specific seminars Connecticut Competency Instrument (CCI) clinics	*School-based support (optional):* Discipline-specific seminars Portfolio clinics	
Assessment activity: Science safety assessment activity for science teachers only	*Assessment:* submission of a teaching portfolio by May 1. Assessment results provided to candidates and superintendent by September 15.	*Assessment:* re-submission a teaching portfolio. Assessment results provided to candidate and superintendent by June 30.

Connecticut Competency Instrument (CCI) Induction Program: for teachers of bilingual education, business education, health, home economics, technology education, TESOL and vocational agriculture.

Year One	Year Two
School-based support: Support by mentor or support team *State-based support:* Connecticut Competency Instrument (CCI) clinics	*School-based support (optional):* Support by a mentor or support team
Assessment activity: Connecticut Competency Instrument (video)	*Assessment:* continuation of CCI assessments, if needed.

Support-Only Induction Program: for teachers of agriculture, partially sighted, hearing impaired, blind, marketing education, remedial reading and remedial language arts, occupational and trades-related subjects in vocational-technical schools, occupational and trades-related subjects in a comprehensive high school.

Year One
School-based support: Support by mentor or support team *State-based support:* Connecticut Competency Instrument (CCI) clinics

[2]Beginning teachers of world language are currently participating in pilot studies of the discipline-based portfolio assessment.

Figure 2

Standards for Evaluation of BEST Teaching Portfolios[3]

A. Foundational Skills and Competencies of Connecticut's Common Core of Teaching

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I. Teachers have knowledge of:

A. Students
1. *Teachers understand how students learn and develop.*
2. *Teachers understand how students differ in their approaches to learning.*

B. Content[4]
1. *Teachers are proficient in reading, writing and mathematics.*
2. *Teachers understand the central concepts and skills, tools of inquiry, and structures of the discipline(s) they teach.*

C. Pedagogy
1. *Teachers know how to design and deliver instruction.*
2. *Teachers recognize the need to vary their instructional methods.*

II. Teachers apply this knowledge by:

A. Planning
1. *Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community.*
2. *Teachers select and/or create learning tasks that make subject matter meaningful to students.*

B. Instructing
1. *Teachers establish and maintain appropriate standards of behavior and create a positive learning environment.*
2. *Teachers create instructional opportunities that support students' academic, social and personal development.*
3. *Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry.*
4. *Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.*

C. Assessing and adjusting
1. *Teachers use various assessment techniques to evaluate student learning.*

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[3]The CCT standards for teachers related to professional responsibility are not included in the portfolio scoring criteria.
[4]Note that, prior to issuance of the initial teaching license, prospective teachers must demonstrate essential skills in reading, writing and mathematics through the PRAXIS I CBT examination, and content knowledge through the PRAXIS II content-area examinations.

B. Discipline-based Professional Teaching Standards
(refer to *Connecticut's Common Core of Teaching* for standards for teachers of elementary education, English language arts, mathematics, music, physical education, science, social studies, special education, visual arts and world language)

Figure 3

Standards of Performance for BEST Teaching Portfolios:

Acceptable Standard of Performance:
Level 4:   Demonstrates an **advanced** level of competence in meeting the standards.
Level 3:   Demonstrates a **proficient** level of competence in meeting the standards.
Level 2:   Demonstrates a **basic** level of competence in meeting the standards.
Consequence: eligibility for provisional educator certificate, provided all other requirements are met.
Conditional Standard of Performance:
Level 1:   Demonstrates a **below basic** level of competence in meeting the standards.
Consequence: eligibility for a third year in the BEST Program and resubmission of a teaching portfolio.
Unacceptable Standard of Performance
– Evidence of a serious deficiency in the portfolio documentation resulting in an unscorable portfolio; or   – Evidence of conduct in violation of the Code of Professional Responsibility for Teachers (Section 145d-400a of the Certification Regulations).
Consequence: eligibility for a third year in the BEST Program only if requested in writing by the superintendent of schools and upon a finding of good cause by the Commissioner of Education.

APPENDIX A

Connecticut's Common Core of Learning

Introduction

Connecticut's Common Core of Learning has been created as a set of high expectations we hold for *all* of Connecticut's students. While it is understood that students enter school at different levels of readiness, with different interests and with varying aspirations, these differences do not justify the development of a different Common Core for each student. To the contrary, the goal of each student developing to his or her fullest potential argues for the creation of one Common Core that sets no limits on anyone and allows each to attain his or her dreams.

Accordingly, the Common Core establishes a vision of what Connecticut's high school graduates should know and be able to do as a result of participating in the entire K-12 school experience. The Common Core articulates Connecticut's expectations for all its schools and all its youth by describing abilities that are necessary not just for employment and further education, but also for becoming a productive member of society. The Common Core is not meant to define a minimum set of competencies; rather, it is designed to set and define the high standards required for students to become fully educated citizens.

This revision of *Connecticut's Common Core of Learning* is organized under the three major headings that follow, with subheadings that reflect significant groups of skills, knowledge and aspects of character:

Foundational Skills and Competencies

Reading
Writing
Speaking, Listening and Viewing
Quantifying
Problem Solving, Reasoning and Creative Thinking
Learning Resources and Information Technology
Working Independently and Collaboratively

Understandings and Applications:
  Discipline-Based and Interdisciplinary Skills

Language Arts
Mathematics
Science
Social Studies
World Languages
The Arts
Health and Safety Education
Physical Education
Technology Education

Applied Education
- School-To-Career Transition
- Preparing for Adult Life and Lifelong Learning

Aspects of Character

Responsibility and Integrity
Effort and Persistence
Intellectual Curiosity
Respect
Citizenship and Sense of Community

The order of the three major headings does not represent their relative importance, nor does it imply a sequence of instruction. Rather, the order reflects a belief that discipline-based content must be interconnected. This represents a larger view of curriculum in which instruction across the disciplines includes the development of the necessary aspects of character and foundational skills.

Students learn best when they are appropriately motivated and self-confident. Although these are by-products of effective instruction, the attitudes and aspects of character delineated in the Common Core are also preconditions for mastering specific skills. While generally taught directly or included in a written curriculum, these aspects of character, along with many of the skills and competencies, must continually be developed during instruction in the traditional curriculum described in the understandings and applications area and through guidance formally provided in the schools.

Further, the Common Core of Learning should not be misconstrued as a set of isolated skills and understandings. To the contrary, it should be viewed as an integrated and interdependent set of expectations. Users of the Common Core should continually look for cross-disciplinary and interdisciplinary approaches and for the transfer of skills and knowledge from one subject area to another. In fact, many items listed under a particular subheading could easily have been included under others.

The Common Core is not a curriculum. Each school district's curriculum will be more comprehensive and significantly more specific, including a wide range of learning experiences and instructional strategies. To assist districts in setting forth their own curriculum standards, the State Department of Education is publishing a companion document to *Connecticut's Common Core of Learning* titled *The Connecticut Framework: K-12 Curricular Goals and Standards.*

Finally, the Common Core of Learning has been developed neither as a state mandate nor as a condition for graduation. It has been developed to generate discussion and stimulate change in school programs, student objectives, resource allocations and teaching. It is offered as a catalyst for curricular change and school improvement by providing a statement of the high expectations needed in order that all Connecticut students become fully educated.

Connecticut's Common Core of Learning reflects a commitment to excellence in public elementary and secondary education. The implementation of the Common Core will help develop young people who can think and act independently and work with others, and will assist Connecticut's schools in leading its students into the 21st century with confidence and clear direction.

Foundational Skills and Competencies

All educated citizens must possess a core of basic, enabling skills and competencies that provide a foundation for broader acquisition of knowledge. These foundational, cross-disciplinary skills and competencies, applied in diverse ways, form the heart of an academic experience as each contributes to the development of understanding within and among the disciplines. Moreover, these skills and competencies are necessary for productive participation in society, and for life-long learning.

Reading

✔ *Students develop the proficiency, confidence and fluency in reading needed to meet the literacy demands of the 21st century.*

As a result of education in Grades K-12, students will:

- read a variety of literary, informational and persuasive texts with understanding and meaningfully analyze, interpret, evaluate and enjoy them;
- read to understand, including identifying main and subordinate ideas, details and facts; to interpret; and to respond to a variety of written materials;
- read to analyze, including making comparisons, drawing inferences and contrasts, and identifying sequences;
- read to evaluate, including separating fact from opinion; recognizing propaganda, stereotypes and statements of bias; recognizing inconsistency; and judging the validity of evidence and sufficiency of support;
- use the features and structure of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix and bibliography; and
- improve comprehension by using a variety of strategies, including self-correcting, questioning, predicting, reviewing and reading ahead.

Writing

✔ *Students develop the proficiency, confidence and fluency in writing needed to meet the literacy demands of the 21st century.*

As a result of education in Grades K-12, students will:

- produce written materials which develop thoughts, share information, influence and persuade, and create and entertain;
- use the conventions of standard English to communicate clearly;

- demonstrate the use of elements of effective writing, including setting, purpose, presenting in a logical organization, and elaborating by selecting and using detailed examples, illustrations and evidence;
- select forms of expression for different audiences, including using appropriate style and voice;
- improve their own writing, including redrafting, restructuring, revising, correcting errors and editing; and
- gather information from primary and secondary sources to write reports using that information and the quotes, paraphrases and summaries accurately.

Speaking, Listening and Viewing

✔ *Students develop the proficiency, confidence and fluency in speaking, listening and viewing needed to meet the literacy demands of the 21st century.*

As a result of education in Grades K-12, students will:

- comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels;
- listen and view in order to analyze, clarify and establish context;
- understand spoken instructions, give spoken instructions to others, ask meaningful questions, and answer questions correctly and concisely;
- speak using appropriate conventions (usage and word choice), forms of expression (style and voice), and tools (technology and media); and
- deliver oral and visual presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

Quantifying

✔ *Students develop the basic computational skills and mathematical techniques essential to understanding the numerical world and solving quantitative problems.*

As a result of education in Grades K-12, students will:

- demonstrate number sense by using numbers for counting, measuring, comparing, ordering, scaling, locating and labeling;
- add, subtract, multiply and divide with whole numbers, fractions, decimals and integers;
- make estimates and approximations, and judge the reasonableness of results;
- understand and use ratios, proportions and percents;
- make and use measurements in both customary and metric units to approximate, measure and compute lengths, areas, volumes, mass, temperatures and time;

- organize data into tables, charts and graphs, and read, interpret and draw conclusions from the data; and
- understand and apply basic algebraic and geometric concepts.

Problem Solving, Reasoning and Creative Thinking

✔ *Students explore information and arguments from various points of view to think critically and creatively and to solve problems.*

As a result of education in Grades K-12, students will:

- apply prior knowledge, abstract thinking, curiosity, imagination and creativity to solve problems;
- use inductive reasoning to make, defend and evaluate conjectures and arguments, and deductive reasoning to justify assertions and verify tentative conclusions;
- use problem-solving skills to formulate problems, identify patterns and trends, and make and justify decisions and predictions;
- examine, define and redefine ideas and problems from a variety of perspectives;
- create, imagine and explore new ideas to generate alternative strategies, consider advantages and disadvantages, and select among alternative possibilities;
- assess the results of selected actions and respond constructively to unanticipated events or outcomes; and
- apply defensible criteria to make aesthetic and other qualitative judgments.

LEARNING RESOURCES AND INFORMATION TECHNOLOGY

✔ *By the end of Grade 12, students will be independent, competent and confident users of information and technology and able to apply related strategies for acquiring basic skills and content knowledge, communicating ideas, solving problems and pursuing personal interests.*

Program Goals

As a result of education in Grades K-12, each student will:

- identify and apply a wide range of educational technologies to conduct research, communicate information and ideas, create original works, organize data and solve problems;
- use effective and efficient strategies to explore and use an information- and technology-rich environment to gain knowledge, deepen understanding and solve complex problems;
- use technology to enhance essential skills and facilitate learning in the content areas; and
- apply the skills necessary to locate, evaluate, interpret and synthesize information from print, nonprint and electronic sources.

K-12 Content Standards

1. Defining Information Needs   Students will define their information needs and identify effective courses of action to conduct research, solve complex problems and pursue personal interests.

2. Information Systems   Students will apply principles of organized information systems to learning endeavors.

3. Information Strategies   Students will demonstrate a command of information skills and strategies to locate and use effectively print, nonprint and/or electronic resources to solve problems, conduct research and pursue personal interests.

4. Information Processing   Students will apply evaluative criteria to the selection, interpretation, analysis, reorganization and synthesis of information from a variety of sources and formats.

5. Application   Students will use appropriate technologies to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others.

6. Evaluation   Students will evaluate the effectiveness and efficiency of their own choices and use of information and technology for problem solving and communication.

7. Responsible Information Use   Students will demonstrate the responsible and legal use of information resources, computers and other technologies, recognizing the attendant social, economic and ethical issues.

Working Independently and Collaboratively

✔ *Students work and learn independently (effectively allocating time, energy and resources) and collaboratively as part of a team (contributing to group efforts and understandings).*

As a result of education in Grades K-12, students will:

- set rigorous, challenging and reasonable learning goals;
- set priorities, allocate time and follow schedules to meet objectives;
- assess progress and make necessary adjustments to meet goals;
- demonstrate friendliness, adaptability, empathy and politeness in group settings;
- develop productive and satisfying relationships with others based on mutual respect;
- employ a variety of strategies for constructively resolving conflicts and participate actively in reaching group decisions and meeting group goals;
- communicate ideas to justify positions, persuade others, and responsibly challenge existing procedures, policies and opinions;
- work toward agreements by resolving divergent interests and opinions;
- work effectively with women and men from all backgrounds; and
- understand the concepts of prejudice and bias, and the effect each has on interpersonal relations.

In addition to regular classroom instruction, students will receive "developmental guidance" throughout their K-12 experience that will promote good character and citizenship. The section highlighting aspects of character (page 26) further describes student competencies that are critical parts of the developmental guidance curriculum.

Understandings and Applications: Discipline-Based and Interdisciplinary Skills

Skills and competencies cannot be ends in themselves. Rather, they are necessary enablers of the development of core discipline-based and interdisciplinary understandings and applications. These understandings and applications provide students with the knowledge and intellectual tools to be lifelong learners, as they constitute the major content of the curriculum. While these understandings and applications have been grouped by traditional disciplines, it is important to recognize the interrelationships among the disciplines and to promote students' abilities to transfer knowledge across subject areas.

LANGUAGE ARTS

✔ *By the end of Grade 12, students will develop proficiency, confidence and fluency in reading, writing, listening, speaking and viewing to meet the literacy demands of the 21st century.*

Program Goals

As a result of education in Grades K-12, students will:

- read, write, speak, listen and view to construct meaning of written, visual and oral texts;
- read with understanding and respond thoughtfully to a variety of texts;
- write and speak English proficiently to communicate ideas clearly;
- create works using the language arts in visual, oral and written texts;
- choose and apply strategies that enhance the fluent and proficient use of language arts;
- understand and appreciate texts from many historical periods and cultures; and
- employ the language arts for lifelong learning, work and enjoyment.

K-12 Content Standards

1. Reading And Responding   Students will read and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts.

2. Producing Texts   Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

3. Applying English Language Conventions   Students will apply the conventions of standard English in oral and written communication.

4. **Exploring And Responding To Texts**   Students will use the language arts to explore and respond to classical and contemporary texts from many cultures and historical periods.

MATHEMATICS

✔ *By the end of Grade 12, students will apply proficiently a range of numerical, algebraic, geometric and statistical concepts and skills to formulate, analyze and solve real-world problems; to facilitate inquiry and the exploration of real-world phenomena; and to support continued development and appreciation of mathematics as a discipline.*

Program Goals

As a result of education in Grades K-12, students will:

- communicate numerical, geometric, algebraic and statistical ideas orally and in written form with models, pictures, graphs and mathematical symbols, using paper and pencil, a variety of calculator displays, spreadsheets, graphing packages, word processing and other related computer software;
- use inductive and deductive reasoning to make, defend and evaluate conjectures and arguments, to justify assertions and verify tentative conclusions, and to solve mathematical problems;
- use mathematical skills and concepts to make and justify decisions and predictions, to identify patterns and trends, to pose questions from data and situations, and to formulate and solve problems;
- identify and use connections within mathematics to identify interrelationships and equivalent representations, to construct mathematical models, and to investigate and appreciate mathematical structure;
- use mathematical skills and concepts to describe and analyze data and measurements from other disciplines;
- select and use appropriate approaches and tools for solving computational, geometric and algebraic problems, including estimation, mental computation, guess and test, paper and pencil, calculators and computers with software for tabulating, charting, graphing, drawing and transforming data and images; and
- use mathematical skills and concepts with proficiency and confidence, and appreciate the power and utility of mathematics as a discipline and as a tool for solving problems.

K-12 Content Standards

1.	**Number Sense**	Students will use numbers to count, measure, compare, order, scale, locate and label, and use a variety of numerical representations to present, interpret, communicate and connect various kinds of numerical information.
2.	**Operations**	Students will add, subtract, multiply and divide with whole numbers, fractions, decimals and integers, and develop strategies for selecting the appropriate computational and operational methods for solving problems.
3.	**Estimation and Approximation**	Students will make estimates and approximations, and judge the reasonableness of results.
4.	**Ratios, Proportions and Percents**	Students will use ratios, proportions and percents to represent relationships between quantities and measures and solve problems involving ratios, proportions and percents.
5.	**Measurement**	Students will make and use measurements in both customary and metric units to approximate, measure and compute length, area, volume, mass, temperature, angle and time.
6.	**Spatial Relationships and Geometry**	Students will analyze and use spatial relationships and basic concepts of geometry to construct, draw, describe and compare geometric models and their transformations, and use geometric relationships and patterns to solve problems.
7.	**Probability and Statistics**	Students will use basic concepts of probability and statistics to collect, organize, display and analyze data, simulate events and test hypotheses.
8.	**Patterns**	Students will discover, analyze, describe, extend and create patterns, and use patterns to describe mathematical and other real-world phenomena.
9.	**Algebra and Functions**	Students will use algebraic skills and concepts, including functions, to describe real-world phenomena symbolically and graphically, and to model quantitative change.
10.	**Discrete Mathematics**	Students will use the concepts and processes of discrete mathematics to analyze and model a variety of real-world situations that involve recurring relationships, sequences, networks, combinations and permutations.

SCIENCE

✔ *By the end of Grade 12, students will know the basic concepts of, and the interrelationships among, biology, chemistry, physics, and earth (including ecology) and space sciences, and will be able to apply scientific skills, processes and methods of inquiry to real-world settings.*

Program Goals

As a result of education in Grades K-12, students will:

- understand and apply basic concepts, principles and theories of biology, chemistry, physics, and earth (including ecology) and space sciences and their interrelationships;
- recognize and participate in scientific endeavors which are evidence based and use inquiry skills that lead to a greater understanding of the world;
- identify and solve problems through scientific exploration, including the formulation of hypotheses, design of experiments, use of technology, analysis of data and drawing of conclusions;
- select and properly use appropriate laboratory technology, equipment and materials, including measuring and sensing devices;
- understand and use, when appropriate, existing and emerging technologies which have an effect on society and our quality of life, including personal, academic and work environments;
- analyze the possibilities and limits of science and technology in order to make and defend decisions about societal issues; and
- understand that the way in which scientific knowledge is formulated is crucial to the validity of that knowledge.

K-12 Content Standards

1.	**The Nature Of Science**	Students will experience an inquiry-based learning environment in which they are free to ask questions, seek information and validate explanations in thoughtful and creative ways. Students also will understand that the processes, ways of knowing and conceptual foundations of science are interdependent and inextricably bound.
2.	**History Of Science**	Students will learn the evolution of scientific thought, how science has influenced culture and society, and how groups from many countries have contributed to the history of science.

3.	**Living Things And Their Environments**	Students will understand that all organisms in the biosphere are linked to each other and to their physical environments by the transfer and transformation of matter and energy.
4.	**Units Of Structure And Function**	Students will understand that living things share common materials and structures which perform basic life functions.
5.	**Relationships Of Structure And Function**	Students will understand the classification and physiology of the great diversity of organisms and identify relationships of structure and function.
6.	**Cycles Of Life**	Students will recognize patterns and products of genetics and evolution.
7.	**The Earth**	Students will understand the processes and forces that shape the structure and composition of the Earth.
8.	**Water**	Students will understand the water cycle, including energy transfers, the distribution and characteristics of water, and its influences on human activity.
9.	**The Earth's Atmosphere**	Students will understand the composition and structure of the atmosphere, including energy transfers, the nature of weather and climate, and the effect of the atmosphere on human activity.
10.	**The Universe**	Students will understand that the Earth is a unique, dynamic member of the solar system, located in a galaxy within a changing universe.
11.	**Structure Of Matter**	Students will know the characteristic properties of matter and the relationship of these properties to structure and composition.
12.	**Energy**	Students will know that energy is conserved, transferred, transformed and appears in different forms.
13.	**Interaction Of Matter And Energy**	Students will know that interactions between matter and energy can produce changes in a system, although the total quantities of matter and energy are unchanged.
14.	**Science And Technology**	Students will understand the relationships among mathematics, science and technology, and the way they affect and are affected by society.

SOCIAL STUDIES

✔ *By the end of Grade 12, students will gain a knowledge of history, civics and government, geography and economics; understand the interaction between and among history, the social sciences and humanities; and apply that knowledge and understanding as responsible citizens.*

Program Goals

As a result of education in Grades K-12, students will:

- demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to one's own life experience;
- analyze the historical roots and the current complexity of relations among nations in an increasingly interdependent world;
- demonstrate an understanding of the concept of culture and how different perspectives emerge from different cultures;
- apply geographic knowledge, skills and concepts to understand human behavior in relation to the physical and cultural environment;
- describe the relationships among the individual, the groups and the institutions which exist in any society and culture;
- demonstrate knowledge of how people create rules and laws to regulate the dynamic relationships of individual rights and societal needs;
- apply concepts from the study of history, culture, economics and government to the understanding of the relationships among science, technology and society;
- describe how people organize systems for the production, distribution and consumption of goods and services;
- demonstrate an understanding of how ideals, principles and practices of citizenship have emerged over time and across cultures; and
- describe how the study of individual development and identity contributes to the understanding of human behavior.

K-12 Content Standards

History

Through the study of United States and world history:

1. Historical Thinking   Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.

2. **Local, United States
    and World History**

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

3. **Historical Themes**

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

4. **Applying History**

Students will recognize the **continuing** importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

Civics and Government

Through the study of civics and government:

5. **United States Constitution
    and Government**

Students will apply knowledge of the U. S. Constitution, how the U. S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions.

6. **Rights and Responsibilities
    of Citizens**

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate and shape public policy, and contribute to the maintenance of our democratic way of life.

7. **Political Systems**

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

8. **International Relations**

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation.

Geography

Through the study of geography:

9. **Places and Regions**

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

10. **Physical Systems**

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

11. **Human Systems**

Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

12. **Human and Environ- mental Interaction**

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

Economics

Through the study of economics:

13. **Limited Resources**

Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

14. **Economic Systems**

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

15. **Economic Interdependence**

Students will demonstrate how the exchange of goods and services by individuals, groups and nations creates economic interdependence and change.

WORLD LANGUAGES

✔ *By the end of Grade 12, students will listen, speak, read and write proficiently in at least one language other than English, and will understand the culture(s) of that language.*

Program Goals

As a result of education in Grades K-12, students will:

- **communicate** in at least one language other than English;
- gain knowledge and understanding of other **cultures**;
- make **connections** with other areas of study and acquire information;
- understand the nature of language and cultures through **comparisons**; and
- participate in multilingual **communities** within a variety of contexts.

K-12 Content Standards

In at least one language other than English:

1.	**Communication**	Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.
2.	**Communication**	Students will understand and interpret spoken and written language on a variety of topics.
3.	**Communication**	Students will present information, concepts and ideas to listeners or readers on a variety of topics.
4.	**Cultures**	Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.
5.	**Connections**	Students will reinforce and expand their knowledge of other areas of study through the world language.
6.	**Connections**	Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.
7.	**Comparisons Among Languages**	Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

8.   **Comparisons Among Cultures** — Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

9.   **Communities** — Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

THE ARTS

✔ *By the end of Grade 12, students will create, perform and respond with understanding to all of the arts, including dance, music, theatre and the visual arts; develop in-depth skills in at least one art form; appreciate the importance of the arts in expressing human experience; and be prepared to apply their arts skills and understandings throughout their lifetime.*

Program Goals

As a result of education in Grades K-12, students will:

- create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) art works that express concepts, ideas and feelings in each art form;
- perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse art works in each art form;
- respond (select, experience, describe, analyze, interpret and evaluate) with understanding to diverse art works and performances in each art form;
- understand and use the materials, techniques, forms (structures, styles, genres), language, notation (written symbol system) and literature/repertoire of each art form;
- understand the importance of the arts in expressing and illuminating human experiences, beliefs and values;
- identify representative works and recognize the characteristics of art, music, theatre and dance from different historical periods and cultures;
- develop sufficient mastery of at least one art form to continue lifelong involvement in that art form not only as responders (audience members), but also as creators or performers;
- develop sufficient mastery of at least one art form to be able to pursue further study, if they choose, in preparation for a career;
- seek arts experiences and participate in the artistic life of the school and community; and
- understand the connections among the arts, other disciplines and daily life.

K-12 Content Standards

Dance

1.	**Elements and Skills**	Students will identify and perform movement elements and dance skills.
2.	**Choreography**	Students will understand choreographic principles, processes and structures.
3.	**Meaning**	Students will understand how dance creates and communicates meaning.
4.	**Thinking Skills**	Students will apply analytical and evaluative thinking skills in dance.
5.	**History And Cultures**	Students will demonstrate an understanding of dance in various cultures and historical periods.
6.	**Healthful Living**	Students will make connections between dance and healthful living.
7.	**Connections**	Students will make connections between dance, other disciplines and daily life.

Music

1.	**Vocal**	Students will sing, alone and with others, a varied repertoire of songs.
2.	**Instrumental**	Students will play, alone and with others, a varied repertoire of instrumental music.
3.	**Improvisation**	Students will improvise melodies, variations and accompaniments.
4.	**Composition**	Students will compose and arrange music.
5.	**Notation**	Students will read and notate music.
6.	**Analysis**	Students will listen to, describe and analyze music.

7.	**Evaluation**	Students will evaluate music and music performances.
8.	**Connections**	Students will make connections between music, other disciplines and daily life.
9.	**History And Cultures**	Students will understand music in relation to history and culture.

Theatre

["Theatre" includes live improvised and scripted work as well as film, television and other electronic media.]

1.	**Creating**	Students will create theatre through improvising, writing and refining scripts.
2.	**Acting**	Students will act by developing, communicating and sustaining characters.
3.	**Technical Production**	Students will design and produce the technical elements of theatre through artistic interpretation and execution.
4.	**Directing**	Students will direct by planning or interpreting works of theatre and by organizing and conducting rehearsals.
5.	**Researching And Interpreting**	Students will research, evaluate and apply cultural and historical information to make artistic choices.
6.	**Connections**	Students will make connections between theatre, other disciplines and daily life.
7.	**Analysis, Criticism And Meaning**	Students will analyze, critique and construct meanings from works of theatre.
8.	**History And Cultures**	Students will demonstrate an understanding of context by analyzing and comparing theatre in various cultures and historical periods.

Visual Arts

1.	**Media**	Students will understand, select and apply media, techniques and processes.

2.	**Elements And Principles**	Students will understand and apply elements and organizational principles of art.
3.	**Content**	Students will consider, select and apply a range of subject matter, symbols and ideas.
4.	**History And Cultures**	Students will understand the visual arts in relation to history and cultures.
5.	**Analysis, Interpretation And Evaluation**	Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
6.	**Connections**	Students will make connections between the visual arts, other disciplines and daily life.

HEALTH AND SAFETY EDUCATION

✔ *By the end of Grade 12, students will have developed and maintained behaviors that promote lifelong health.*

Program Goals

As a result of education in Grades K-12, students will:

- recognize and practice health-enhancing lifestyles;

- use core information to analyze and evaluate health and safety issues, information and resources in order to become healthy, responsible citizens;

- strengthen communication skills and promote peaceful resolution of conflicts by appreciating and respecting others; and

- make decisions, set goals and learn to say "no," when appropriate, in order to implement and sustain a healthy life.

K-12 Content Standards

1. **Healthy And Active Life**	Students will establish and maintain healthy eating patterns and a physically active life.

2. Injury And Disease Prevention

Students will avoid risk-taking activities that cause intentional and unintentional injuries or diseases. Students will demonstrate basic first aid and safety techniques.

3. Human Growth And Development

Students will learn accurate information about their physical development, including human sexuality and mental and emotional health. Students will avoid behaviors that result in pregnancy and sexually transmitted diseases.

> It is the responsibility of the local school district to allow parents and guardians to exercise their right to exempt their children from instruction in human sexuality. Local school districts are responsible to develop curriculum that is presented in an age-appropriate manner.

4. Substance Abuse Prevention

Students will establish and maintain lifestyles that are free of tobacco, alcohol and other nonmedicinal drugs.

PHYSICAL EDUCATION

✔ *By the end of Grade 12, students will recognize the importance of and choose to participate regularly in physical activities designed to maintain and enhance healthy lifestyles.*

Program Goals

As a result of education in Grades K-12, students will:

- demonstrate the skills and knowledge necessary to participate in a variety of physical activities;
- make decisions to establish and maintain a healthy lifestyle to promote individual wellness throughout his or her entire life;
- recognize and understand the different effects of physical activity on one's mind and body; and
- develop interpersonal skills and exhibit positive character traits during physical activity.

K-12 Content Standards

1. Physical Activity

Students will become competent in a variety of, and proficient in a few, physical activities.

2. Human Movement

Students will understand and apply principles of human movement to the learning and development of motor skills.

3. **Fitness**   Students will use fitness concepts to achieve and maintain health-enhancing levels of physical fitness.

4. **Responsible Behavior**   Students will exhibit responsible personal and social behaviors in physical activity settings.

5. **Respect For Differences**   Students will exhibit an understanding of and respect for differences among people in physical activity settings.

6. **Benefits of Physical Activity**   Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.

TECHNOLOGY EDUCATION

✔ *By the end of Grade 12, students will know about the nature, power, influence and effects of technology, and will be able to design and develop products, systems and environments to solve problems.*

Program Goals

As a result of education in Grades K-12, students will:

- evaluate the effects of existing and emerging technologies on people and the environment over time;
- recognize the scope of technology and evaluate the impact and influence technology has on society, culture and the environment – past, present and future;
- develop and use strategies for adjusting to new technologies and changing interactions among science, technology and society;
- develop cognitive and psychomotor problem-solving skills through applied research, design, production, operation and analysis of technological systems (informational, physical and biological);
- safely and effectively use the resources, processes, concepts and tools of technology;
- create devices for solving problems, using creativity and concepts of design and technology; and
- understand the influences of technology on consumer and career choices.

K-12 Content Standards

1. **Economics**   Students will understand the link between technology and the economy, and recognize that link as the force behind societal emergence and evolution.

2.	**Technological Impacts**	Students will understand the impact that technology has on the social, cultural and environmental aspects of their lives.
3.	**Career Awareness**	Students will become aware of the world of work and its function in society, diversity, expectations, trends and requirements.
4.	**Problem Solving/Research and Development**	Students will recognize technology as the result of a creative act, and will be able to apply disciplined problem-solving strategies to enhance invention and innovation.
5.	**Leadership**	Students will identify and develop leadership attributes and apply them in team situations.
6.	**Materials and Processes**	Students will know the origins, properties and processing techniques associated with the material building blocks of technology.
7.	**Communications Systems**	Students will understand and be able to effectively apply physical, graphic and electronic communications techniques in processing, transmitting, receiving and organizing information.
8.	**Production Systems**	Students will understand and be able to demonstrate the methods involved in turning raw materials into usable products.
9.	**Transportation Systems**	Students will understand transportation systems and the environments used to move goods and people, and the subsystems common to each.
10.	**Enterprise**	Students will demonstrate the techniques of enterprise and how they relate to product and service production, economics, human and material resources, and technology.
11.	**Engineering Design**	Students will be able to apply the engineering design process to achieve desired outcomes across all technology content areas.

APPLIED EDUCATION

✔ *By the end of Grade 12, students will have learned how to apply the academic, critical, practical, technical, technological and employability skills needed for success in higher education and the workplace, and to manage their personal lives.*

School-To-Career Transition

As a result of education in Grades K-12, students will:

- embrace work and career as a part of their future;
- acquire employability skills, including academic and technical skills;
- demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
- demonstrate attitudes and habits that are valued in the workplace, including pride in good workmanship, dependability and regular attendance;
- explore a range of careers and acquire specific knowledge or experience for one of eight career clusters – arts and media; business and finance; construction technologies and design; environmental, natural resources and agriculture; government, education and human services; health and biosciences; retail, tourism, recreation and entrepreneurial; and technologies: manufacturing, communications and repair;
- explore career and postsecondary educational opportunities through performance-based learning experiences;
- manage data and use problem-solving and analytical skills to make reasoned decisions about employment, societal, political and economic issues; and
- expect multiple career changes over their lifetime.

Preparing for Adult Life and Lifelong Learning

As a result of education in Grades K-12, students will:

- understand the implications of living in a finite world and will learn to optimize available financial, human and environmental resources;
- understand the role of systems throughout our society, recognize that systems consist of interactive, interrelated and interdependent components, and will be equipped to work within these systems;
- understand the dynamic nature of society and the universality of change, and be flexible enough to work within this context;
- build positive family relationships; and
- understand and prepare for parenting, family and child-care responsibilities.

Aspects of Character

Aspects of character are both preconditions to, and consequences of, learning. Effort, perseverance and intellectual curiosity are determinants of effective goal-setting and achievement. Respect for oneself and others influences social behavior. To contribute to the vitality of modern society, students must understand the necessity of moral, ethical and legal conduct, and strive to balance individual rights with the common good. Responsibility and integrity, and citizenship and sense of community are the foundations for constructive and productive participation in a democratic society.

The family, as well as societal forces other than schools, plays major roles in fostering positive aspects of character that are critical to the successful development of lifelong learners, productive workers and effective citizens. At the school level the guidance department has a role in developing the character of students and ensuring that these aspects of character are reinforced in all disciplines. While it is inappropriate for schools to accept the sole or even primary responsibility for developing these aspects of character, it is also inappropriate to deny the critical importance of these factors as preconditions to learning, and as consequences of the teaching of all disciplines to all students.

Responsibility and Integrity

✔ *Students demonstrate a sense of ethics and take responsibility for their commitments and actions.*

As part of education in Grades K-12, students will:

- demonstrate honesty, dependability and self-control;
- assume responsibility for their behavior, think before they act, consider the possible consequences on all people affected by their actions, and assume responsibility for the consequences of those actions;
- develop criteria for making informed judgments and decisions, and uphold their beliefs in order to conduct themselves in a moral, ethical and legal manner; and
- assume primary responsibility for learning, including identifying their needs and setting reasonable goals.

Effort and Persistence

✔ *Students demonstrate the effort and persistence needed to be successful in school, work and life.*

As part of education in Grades K-12, students will:

- develop initiative to accept challenges and responsibilities which will help them grow and to which they can make a contribution;
- persist on their own, without the need for close supervision;
- persist until new material is mastered or until a job is done, and experience the pride of accomplishment that results from hard work;
- act through a desire to succeed rather than a fear of failure, while recognizing that failure is a part of everyone's experience;
- take the risks necessary for fulfilling their ambitions, and persevere in the face of challenge and obstacles; and
- respond constructively to criticism, being willing and able to incorporate suggestions from others into their efforts to grow.

Intellectual Curiosity

✔ *Students actively explore the world of ideas.*

As part of education in Grades K-12, students will:

- demonstrate inquiring attitudes, open-mindedness and curiosity;
- create and explore new ideas and adapt existing ideas to generate alternative possibilities;
- demonstrate independence of thought necessary for leadership and creativity; and
- pursue lifelong learning.

Respect

✔ *Students demonstrate respect for themselves and others.*

As part of education in Grades K-12, students will:

- appreciate their worth as unique and capable individuals and exhibit self-esteem;
- develop a sense of their effectiveness and a belief in their ability to shape their future;
- demonstrate a sensitivity to, and respect for, the perspectives, opinions, needs and customs of others; and
- judge others on their merits and be tolerant, appreciative and accepting of individual differences.

Citizenship and Sense of Community

✔ *Students are active, constructive members of the larger community.*

As part of education in Grades K-12, students will:

- develop a sense of belonging to a group larger than friends, family and co-workers;
- stay informed about and participate in decisions regarding school, community, state, country and world;
- develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community; and
- understand and appreciate their historical and ethnic heritage as well as the heritage of others within the larger community.

APPENDIX B

Information Pertaining to PRAXIS I (CBT) and PRAXIS II Tests

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Certification and Professional Development

General Information Pertaining to PRAXIS I (CBT) and PRAXIS II Tests

PRAXIS II – Subject Knowledge Tests

Test Code	PRAXIS II Tests Test Name	Min. Passing Score
10780	Agriculture (PA)	470
20131	Art Making (Bring photographs of 4 original artworks with you to test center)	148
20132	Art: Content, Traditions, Criticism and Aesthetics	130
10133	Art: Content Knowledge	157
20235	Biology: Content Knowledge (0235)	152
10100	Business Education	620
20245	Chemistry: Content Knowledge (0245)	151
30242	Chemistry: Content Essays	140
20571	Earth Science: Content Knowledge	157
10011	Elementary Education: Curriculum, Instruction and Assessment	163
20012	Elementary Education: Content Area Exercises	148
10041	English Language, Literature, and Composition: Content Knowledge	172
20042	English Language, Literature, and Composition: Essays	160
20171	French: Productive Language Skills (contains speaking section)	163
10173	French: Content Knowledge (contains listening section)	165
10435	General Science: Content Knowledge (0435)	157
30433	General Science: Content Essays	145
20181	German: Content Knowledge (contains listening section)	162
20550	Health Education	680
10120	Home Economics Education	630
10620	Italian (contains listening section)	670
10061	Mathematics: Content Knowledge (calculator required)	141
30523	Middle Grades: Principles of Learning and Teaching (PLT)	163
10049	Middle School English and Language Arts	164
20069	Middle School Mathematics	158
10439	Middle School Science	162
20089	Middle School Social Studies	160
10113	Music: Content Knowledge (contains listening section)	153
30111	Music: Concepts and Processes	150
10091	Physical Education: Content Knowledge	154
30092	Physical Education: Movement Forms-Analysis and Design	154
10265	Physics: Content Knowledge (0265)	141
30262	Physics: Content Essays	135
10081	Social Studies: Content Knowledge	162
10191	Spanish: Content Knowledge (contains listening section)	170
20192	Spanish: Productive Language Skills (contains speaking section)	163
20351	Special Education: Knowledge-Based Core Principles	155
10352	Special Education: Application of Core Principles Across Categories of Disability	150
10050	Technology Education	640

July 30, 1999

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Certification and Professional Development

General Information Pertaining to PRAXIS I (CBT) and PRAXIS II Tests

All candidates for certification are required to successfully complete the Connecticut assessment requirements regardless of the route to certification followed. Individuals seeking certification in Connecticut must demonstrate one or more of the following competencies:

- essential skills in reading, writing and mathematics, fulfilled by taking and meeting Connecticut's standards on the Praxis I-CBT (Computer Based Test) or meeting the approved waiver standards;
- subject knowledge in the candidate's intended teaching area(s), fulfilled by taking and meeting Connecticut's standards on the Praxis II subject knowledge tests.

PRAXIS I (Computer Based Test) (as of July 1, 1997)

Test Code	Name of Test	Min. Passing Score
0711	(Computer Based Test) Reading	324
0721	(Computer Based Test) Writing	318
0731	(Computer Based Test) Mathematics	319

PRAXIS I (CBT) may be waived based upon only one of the following:

SAT Waiver: A total score of 1,000 on the SAT, with neither the mathematics nor the verbal subtest scores below 400 points from any test administration on or prior to March 31, 1995, or a combined score of 1,100 or more with no less than 450 on either the verbal or mathematics subtests from test administrations on or after April 1, 1995; **or**

ACT Waiver: No less than 22 on the English subtest and no less than 19 on the mathematics subtest on the American College Testing (ACT) program assessment from test administration on or after October 1989, or equivalent ACT scores of no less than 20 on the English and 17 on the mathematics, from test administration prior to October 1989; **or**

PAA Waiver: A total score on the Prueba de Aptitud Academica (PAA) equivalent to a combined score of 1,000 on the SAT with neither the mathematics nor the verbal subtest score below the equivalent of 400 points. In addition, a minimum score of 510 on the English as a Second Language Achievement Test (ESLAT) or the Test of English as a Foreign Language (TOEFL).

July 30, 1999

APPENDIX C

Standards for School Leaders

STANDARDS FOR SCHOOL LEADERS

I.   The Educated Person

The school administrator is a school leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

II.   The Learning Process

The school leader possesses a current, research- and experience-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning. (i.e., *Connecticut's Common Core of Learning*).

III. The Teaching Process

The school leader possesses a knowledge of teaching which is grounded in research and experience, and uses that knowledge to foster teachers' reflection on the impact of their professional beliefs, values and practices on student learning. (i.e., *Connecticut's Common Core of Teaching*).

IV.   Diverse Perspectives

The school leader understands the role of education in a pluralistic society, and works with staff, parents and community to develop programs and instructional strategies that incorporate diverse perspectives.

V.   School Goals

The school leader actively engages members of the school community to establish goals that encompass the school's vision of the educated person and in developing procedures to monitor the achievement of these goals.

VI.   School Culture

The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students and the community in efforts to improve student learning.

VII. Student Standards and Assessment

The school leader works with the school community to establish rigorous academic standards for all students and promotes the use of multiple assessment strategies to monitor student progress.

VIII. School Improvement

The school leader works with staff members to improve the quality of school programs by reviewing the impact of current practices on student learning, considering promising alternatives and implementing program changes that are designed to improve learning for all students.

IX. Professional Development

The school leader works with staff members to plan and implement activities that promote the achievement of school goals, while encouraging and supporting staff members as they assume responsibility for their professional development.

X. Integration of Staff Evaluation, Professional Development and School Improvement

The school leader works with staff members to develop and implement an integrated set of school-based policies for staff selection, evaluation, professional development and school improvement that result in improved teaching and learning for all students.

XI. Organization, Resources and School Policies

The school leader works with staff members to review organization and resources, and develops and implements policies and procedures to improve program effectiveness, staff productivity

XII. School-Community Relations

The school leader collaborates with the staff to create and sustain a variety of opportunities for parent and community participation in the life of the school.

APPENDIX D

Legislation Related to Teacher Certification, Teacher Evaluation, Professional Development and Other In-Service Training

Appendix D: Legislation Related to Teacher Certification, Teacher Evaluation, Professional Development and Other In-Service Training

Sec. 10-145b. Teaching certificates. (l) (1) For certified employees of local and regional boards of education, except as provided in this subdivision, each professional educator certificate shall be valid for five years and continued every five years thereafter upon the successful completion of professional development activities which shall consist of not less than ninety hours of continuing education, as determined by the local or regional board of education in accordance with this section, during each successive five-year period. Such continuing education completed by (A) the superintendent of schools and (B) employees employed in positions requiring an intermediate administrator or supervisory certificate, or the equivalent thereof, and whose administrative or supervisory duties equal at least fifty per cent of the assigned time of such employee, shall include at least fifteen hours of training in the evaluation of teachers pursuant to section 10-15lb during each five-year period. During each five-year period in which a professional educator certificate is valid, a holder of such certificate who has not completed the ninety hours of continuing education required pursuant to the subdivision, and who has not been employed while holding such certificate by a local or regional board of education for all or part of the five-year period, shall, upon application, be reissued such certificate for five years minus any period of time such holder was employed while holding such certificate by a local or regional board of education, provided there shall be only one such reissuance during each five-year period in which such certificate is valid. A certified employee of a local or regional board of education who is a member of the General Assembly and who has not completed the ninety hours of continuing education required pursuant to this subdivision for continuation of his certificate, upon application, shall be reissued a professional educator certificate for a period of time equal to six months for each year he served in the General Assembly during the previous five years. Continuing education hours completed during the previous five years shall be applied toward such ninety-hour requirement which shall be completed during the reissuance period in order for such employee to be eligible to have his certificate continued. The cost of the professional development activities required under this subsection for certified employees of local or regional boards of education shall be shared by the state and local or regional boards of education except for those activities identified by the State Board or Education as the responsibility of the certificate holder. Each local and regional board of education shall make available, annually, at no cost to its certified employees not fewer than eighteen hours of professional development activities for continuing education credit. Such activities may be made available by a board of education directly, through a regional educational service center or cooperative arrangement with another board of education or through arrangements

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with any continuing education provider approved by the State Board of Education. Local and regional boards of education shall grant continuing education credit for professional development activities which the certified employees of the board of education are required to attend, professional development activities offered in accordance with the plan developed pursuant to subsection (b) of section 10-220a, or professional development activities which the board may approve for any individual certified employee. Each board of education shall determine the specific professional development activities to be made available with the advice and assistance of the teachers employed by such board, including representatives of the exclusive bargaining unit for such teachers pursuant to section 10-153b. The time and location for the provision of such activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit pursuant to said section 10-153b or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education.

Sec. 10-151b. Evaluation by superintendents of certain educational personnel.
(a) The superintendent of each local or regional board of education shall, in accordance with guidelines established by the State Board of Education for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the local or regional board of education and the teachers' representative chosen pursuant to section 10-153b, continuously evaluate or cause to be evaluated each teacher. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement and strategies for improvement. The superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) Each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines established by the State Board of Education and consistent with the plan developed in accordance with the provisions of subdivision (2) of subsection (b) of Section 10-220a.

Sec. 10-220a. In-service training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations. (a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall be submitted to the Commissioner of Education and shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health

(continued)

and mental health risk reduction education which includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, child abuse and youth suicide, (3) the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, (4) school violence prevention and conflict resolution, (5) cardiopulmonary resuscitation and other emergency life saving procedures, and (6) computer and other information technology as applied to student learning and classroom instruction, communications and data management...

(b) Not later than a date prescribed by the commissioner, each local and regional board of education shall develop, with the advice and assistance of the teachers and administrators employed by such boards, including representatives of the exclusive bargaining representative of such teachers and administrators chosen pursuant to section 10-153b, and such other resources as the board deems appropriate, a comprehensive professional development plan, to be implemented not later than the school year 1994-1995. Such plan shall be directly related to the educational goals prepared by the local or regional board of education pursuant to subsection (b) of section 10-220, and shall provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the professional staff members of each such board, including personnel management and evaluation training or experience for administrators, shall be related to regular and special student needs and may include provisions concerning career incentives and parent involvement. The State Board of Education shall develop guidelines to assist local and regional boards of education in determining the objectives of the plans and in coordinating staff development activities with student needs and school programs.

APPENDIX E

History of Continuing Education Units (CEUs)

Appendix E: History of CEUs

A Continuing Education Unit (CEU) is a nationally recognized unit of measure used for the purpose of documenting successful participation in a not-for-college-credit professional development or continuing education activity. The licensing board of each profession determines the providers and types of CEU activities acceptable as continuing educational experiences for the professional growth of its membership, as applied to the licensure process for that profession.

The conceptual basis for continuing education units was developed, tested and clarified in the early to mid-1970's, by a national task force studying professional development. In 1977, the Council on the Continuing Education Unit, a nonprofit membership organization, was incorporated and assumed responsibility for advancing the concept and application of CEUs. In 1986, the Council on the Continuing Education Unit published "The Continuing Education Criteria and Guidelines," Third Edition. The criteria and guidelines, outlined in this publication, form the basis for the Connecticut regulations governing the awarding of CEUs by CEU providers. These guidelines stipulate that CEUs be awarded only for the acquisition of new learning. The calculation of CEUs was determined by clock hours. The unit of measure being: one (1) CEU for 10 clock hours of learning.

In 1986, the Connecticut General Assembly enacted the Education Enhancement Act. One element of this legislation changed the certification continuum for teachers and administrators from a two-tier to a three-tier sequence. The sequence culminates in the issuance of the Professional Educator Certificate. During the same year, the CEU Criteria Advisory Committee provided philosophical and content advice on the application of the CEU concept. The first Continuing Education Unit (CEU) Guide was based, in part, upon this work. The issuance of the Professional Development Certificate to teachers and administrators below the level of superintendent, and the use of the CEUs to document professional development activities, linked personal professional growth and development with continuing education and the licensure process.